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ABSTRACT

This resource guide briefly defines, describes, outlines, and exemplifies a program with the goal of reaching library employees and library users with a message that states the positive benefits of enhanced collection preservation, longevity, usability, and access. The guide is organized and arranged to enable a library to evaluate its current preservation communication to staff and users and to begin or augment its own programs. Suggestions are made for a start-up effort, and a more fully developed program is also described. Lists are provided of the care and handling concepts to transmit to staff and users. Examples are provided from the practices of other libraries. Twenty-three articles dealing with staff training and user awareness are presented, and a list of 31 additional resources is included for supplemental reading. (SLD)

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Preservation Planning Program

Staff Training and User Awareness in Preservation Management

By
Wesley L. Boomgaarden
Preservation Officer
The Ohio State University Libraries

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February 1993

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Table of Contents

Preface iii

Introduction and Program Description 1

Selected Documents 17

Guidelines, Manuals, Policies and Practices--Staff Training

University of California at San Diego
*"Care of the Library Collections:
Your Role as Library Staff"* 19
"Preservation Orientation for UCSD Library Staff" 20

University of Connecticut
*"Preservation Orientation for
University of Connecticut Library Staff"* 25

University of Michigan
"Care and Handling of Library Materials" and
"Basic Book Repairs" 27

Ohio State University
*"Outline for 'Preservation 101' Seminars for
Circulation/Bookstacks Staff"* 29

Guidelines, Manuals, Policies and Practices--User Awareness

American Library Association
"Going, Going, Gone." 31

Brigham Young University
"The Seven Deadly Sins of Book Care" 35

University of California at San Diego
"Care of Library Collections: A Role for Everyone" 39
"Search Strategy Workshop" 41

University of Connecticut
*"Eating and drinking are not allowed in the
Homer Babbidge Library"* 43

University of Illinois at Urbana-Champaign
"The Big Rip-Off" 45

Indiana University Libraries
Preservation promotional materials 47

University of Michigan
Preservation promotional materials 53

The Newberry Library
"Handle with Care" 59
"Photocopying Guidelines" 60
"The Scholar as Conservator" 61

Ohio State University
"The Scholar as Conservator" 63

Pennsylvania State University
"No Food, No Drink, No Noise!" 65

Preservation Comics
"The Librarian" 71

University of Texas at Austin
Announcement for preservation poster 75

Concurrent Efforts to Staff and Users

University of Indiana at Bloomington
"Preservation Awareness Week" 77

Key Articles

Merrill-Oldham, J., C. Clark Morrow, and Mark Roosa.
"Preservation Program Models:
A Study Project and Report" 79

Audiovisual Sources

Swartzburg, Susan G.
"Audiovisual Aids on the Preservation and
Conservation of Library and Archival Materials" 81

Selected Readings 87

Preface

This is one of seven in a series of Preservation Planning Program (PPP) resource guides. Support for their preparation was provided by a grant from the National Endowment for the Humanities. The resource guides offer libraries comprehensive, easy-to-use information relating to the major components of a preservation program. The goal in each case is to construct a conceptual framework to facilitate preservation decisionmaking as it relates to a specific program area. ARL was fortunate to be able to draw on the extensive experience of a diverse group of preservation administrators to prepare these resources. Guides cover the following topics:

- Options for Replacing and Reformatting Deteriorated Materials
- Collections Conservation
- Commercial Library Binding
- Collections Maintenance and Improvement Program
- Disaster Preparedness
- Staff Training and User Awareness in Preservation Management
- Organizing Preservation Activities

Taken together, the guides serve as points of departure for a library's assessment of current practices. From the rich and diverse preservation literature, materials have been selected that relate principles or standardized procedures and approaches. The intent is to provide normative information against which a library can measure its preservation efforts and enhance existing preservation activities or develop new ones. The resource guides build on the body of preservation literature that has been published over the last decade. Every effort has been made to reflect the state of knowledge as of mid-1992.

The resource guides were prepared primarily for use with the *Preservation Planning Program Manual* developed and tested by the Association of Research Libraries, with support from the National Endowment for the Humanities. However, they prove useful to all those involved in preservation work in academic and research libraries. The guides may be used individually or as a set.

Each resource guide is divided into four sections. The first presents an overview and defines the specific preservation program component. The second section guides the review of current practice, explores the developmental phases that can be expected as a preservation program component develops, and lists specific functions and activities. The third part brings together key articles, guidelines, standards, and excerpts from the published and unpublished sources. The last section contains a selected bibliography of additional readings and audiovisual materials that provide additional information on a specialized aspect of each topic.

As libraries continue efforts to plan and implement comprehensive preservation programs, it is hoped that the resource guides will help to identify means of development and change and contribute to institutional efforts to meet the preservation challenge.

Jutta Reed-Scott
Senior Program Officer for Preservation and Collection Services
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INTRODUCTION AND PROGRAM DESCRIPTION

Scope of this Guide

This resource guide briefly defines, describes, outlines, and exemplifies a program whose goal is to reach library employees ("staff") and library users ("readers," "borrowers," or "patrons") with a message that states the positive benefits of enhanced collection preservation, longevity, usability, and access.

This guide is organized and arranged to enable a library to evaluate its current preservation communication to its staff and its users and to begin or augment its own programs. The staff training and user-awareness program is briefly defined and justified. Suggestions for a start-up effort are made. A wider or more fully developed program is outlined in some detail for library employees at all levels. Issues relating to user awareness of preservation are discussed. Concurrent efforts that reach both staff and users are covered. General remarks are made about the growth of the program. Lists are provided of the care and handling "concepts" to transmit to staff and users. Several examples are presented of guidelines, manuals, practices, and policies from other libraries. A brief bibliography points to an additional but limited number of readings on the subject.

Rationale for a Staff Training and User-Awareness Program and Definitions of its Components

Program Rationale. A popular bumper sticker of the recent past reads, "If you think education is expensive ... try ignorance." This glib slogan hardly provides a justification for staff training and user awareness based upon empirical evidence, but it does speak a common sense approach that an ounce of prevention can preclude a costlier pound of cure. In the past decade of preservation efforts, it has become clear that it is insufficient for libraries to maintain programs that repair, restore, bind, and reformat damaged materials without a parallel program to prevent the enormous levels of avoidable damage caused, usually inadvertently, by staff and patrons. Most libraries have simply too many damaged materials with which to cope. Libraries need a strategy for stemming the quantity of hurt materials being routed off to the conservation and binding units for rather expensive remedial work.

In a time of very tight budgets, the necessity of an add-on preservation educational effort might be difficult to sell to library administration and to the library staff. Nevertheless, the case can be made for the cost-effectiveness of a well-planned effort.

Definition of a Staff Training and User-Awareness Program. A "staff training program" involves an organized and ongoing effort to educate library employees (librarians, career staff, student assistants, and others) who handle library materials on a daily, routine basis. The objectives of such a program include the transmission of concepts that lead to

- an understanding of the physical nature of library materials;
- appropriate handling procedures;
- knowledge to enable identification and routing of damaged materials for repair on a timely basis;
- an increased advocacy from staff for preservation efforts; and
- a positive example for users.

A start-up staff training and user-awareness program is initiated by library personnel, with assistance if necessary, by advice from the outside. A staff training program begins by examining the specific need in the library. Over time, group "preservation training sessions" are instituted that describe appropriate routine handling of library materials. Supplemental training and educational materials are developed or acquired. Policies and practices are reviewed. New employees receive training as they are hired.

A "user-awareness program" involves an organized and ongoing effort to reach the library's clientele to minimize the effects to the library collection of heavy use, misuse, mishandling, vandalism, theft, and other negative effects of handling and usage. The objective of such a program is to minimize the effects to library collections of avoidable damage, including antisocial and criminal behavior. Such a program begins by examining the specific needs in the library, including the patron behaviors that are to be modified or reinforced. Efforts are made at reaching this public through improved monitoring, signs and other printed materials, enforced policies and restrictions, bibliographic instruction, periodic exhibitions, and one-to-one interactions. Policies and practices are reviewed and revised annually.

Making a Start and Implementing Recommendations

A cliche might be appropriate here: Even the longest journey begins with a single step. Most libraries will be unable to set up a major preservation training and awareness program all at once. A phased approach is in order because the library may not have a full-time preservation officer on staff whose job it is to manage such an effort as part of a preservation program; or the library's preservation committee may wish to move into this area with some cautious deliberations. Whatever the situation, a transition period and a creative approach are in order.

Some suggestions for starting on the educational effort:

- Schedule a "preservation awareness day" for the library. Invite library staff to a screening of the film *Slow Fires: On the Preservation of the Human Record,* or *Turning to Dust.* (Refer to p. 81 for ideas for film/video fare.) Encourage discussion following the screenings.
- Bring in an "outsider" for a day to raise interest and to speak about preservation issues that relate to the library's interests. This outsider might be a preservation specialist from a library nearby or a high-profile preservation specialist from another state.
- Consider how to "train the trainers" for future preservation education and what the effort will take.
- Acquire or create a traveling display.
- Gather creative artistic people from the staff to brainstorm preservation graphics, signs, clip art, or even a logo for the preservation effort in the library.
- Establish a "preservation suggestion box."

This is only a brief sampling of what might be done to get started. The real work involves taking a hard look at the recommendations of the committee or task force that initially studied the issues. The limitations of the start-up effort will include:

- institutional commitment;
- available resources and facilities;
- assigned responsibility;
- skills and talents of those responsible;
- focus on targeted audiences; and
- goals and objectives for the effort.

Description of a Well-Developed Staff Training/User-Awareness Program, with Comments on its Growth and Evolution

Staff Training

Assessing the Big Issues: Administrative and Physical "Environments". Library administration sets the tone for how seriously routine preservation efforts are perceived and valued. The physical environment--the building's condition, cleanliness, and decorum--has a similar, if not greater, effect on how library staff work and where library patrons study and perform research. Both are essential components affecting the storage and usage of valuable collections and services. They also directly affect the quality of work environment for library employees, which will then also directly effect the collections. The library administration's actions, policies, funding, verbal support, and personnel practices set the "administrative environment" to ensure that the administration's support is clearly articulated.

Similarly, one can hardly overestimate the importance of the "physical" environments in the library for staff morale and comfort and for the credibility of "preservation thinking" itself. If the library is filthy from top to bottom and generally appears physically unappealing, the credibility of "preservation" is strained in the eyes of the library staff (and its patrons). And, unless such conditions are improved concurrently as part of a concerted preservation and building improvement program, a preservation training/awareness effort will be entirely uphill.

On the positive side, an assumption that should be made early on in a preservation staff training/awareness program is that, generally speaking, people who work in libraries are genuinely concerned for the longevity of the library collections and genuinely wish to safeguard them.

An additional important assumption that must be made in planning a staff training/awareness program is that one must avoid "counsels of perfection" that stretch the credibility of the management of preservation in the library. For example, a stacks supervisor can hardly be expected to follow strict preservation-type shelving guidelines in a stacks facility that is 98 percent full. Staff that lack the basic supplies (book supports, for example) will have great difficulty in adequate shelving maintenance. Similarly, a draconian no-food/no-beverage policy for staff instituted in the midst of larger perceived institutional preservation problems can be detrimental to morale and credibility.

Training Programs for Existing Library Personnel. Perhaps the best method for reaching library personnel with the preservation awareness message is to speak to them face to face. Many research libraries have found the "preservation training session" (or "workshop" or "seminar") an excellent vehicle with which to accomplish this in a relatively effective and efficient manner. It is essential that support for such training efforts have the full backing of the library administration. At the same time, the content, approach, and general quality of such required-attendance sessions ("command performances") must be perceived by their audiences as interesting and worthwhile.

A great deal can be accomplished in such one- to two-hour preservation training sessions, if such efforts are well planned, tailored to the appropriate audience, and executed in a professional manner by preservation department staff or other knowledgeable and committed individuals. Such a training program will reap benefits, but cannot be done without cost. These training efforts are accomplished at the cost of preservation's staff time, with additional costs in supplies, equipment, and--most costly of all--the time of the targeted audience. Such sessions may be tailored for all library employees, including student assistants; or, alternatively, career staff might be "taught" separately from the student assistants in order to target specific concepts or techniques to one group over another.

With either approach, the effort should include the following:

- administrative support for all employees to attend training sessions;
- the expectation of attendance by all library employees;
- the time, expertise, and commitment of a preservation or conservation professional; it is hoped that this is an individual with the interpersonal and speaking skills to motivate, to educate, and even to entertain its audience;
- written objectives that justify and support the effort; this would include, for example, a memorandum or directive from library administration stating the rationale for taking the time to participate in these workshops;
- supporting literature in the form of handouts to the audience (preservation department organization, summary guidelines for handling, and so on);
- an audiovisual component to transmit preservation/conservation concepts in a palatable manner (p. 81); and
- examples of materials from the collections, with examples of how the library's preservation program *solves* preservation problems.

As noted above, it is important to plan the content and tone of these training sessions to make them as effective--and enjoyable--as possible for their audiences. Careful planning of the content and the packaging pays off in effective communication. Common sense and sensitivity are essential: Be careful to avoid insulting the intelligence of veteran librarians and support staff. Be careful to avoid laying blame or insinuating that library people are now "doing things all wrong." Show an appreciation for the time-induced pressures that people face in doing their work. Avoid the counsels of perfection that erode credibility. And, develop a sense of timing and a sense of the audience's attention span.

With these caveats in mind, an effective preservation awareness session might be outlined in the following way:

1. Introductions are made. Attendees are thanked for their time in attendance. Sessions' rationale and basic objectives are outlined briefly. An overview of the session is given. Handouts, including the agenda, are distributed.

2. The value and nature of library collections is noted. The three basic factors influencing their longevity are outlined, including, for example: a) inherent nature of the materials; b) storage environments; and c) nature and degree of usage.

3. Terminology to be used is defined, including book structure and, when appropriate, other formats.

4. An audiovisual presentation best suited to the audience is presented. (See pp. 12-15.)

5. Questions and discussion are invited. (An audience of staff will invariably have good ideas and suggestions.)

6. Reinforcement of concepts is made by the session leader.

7. The preservation department's organization, mission, activities, examples of its work, including the organizational chart, photographs of staff, and so on are outlined.

8. The attendees are thanked and asked to complete a written evaluation of the training session.

[For an example of this, see The University of California at San Diego Library's examples of outline and poster session, p. 19-23.]

Specific Concepts to Teach. The purpose of the workshops must be very clear: Librarians and their staffs want to extend the useful life and accessibility of our collections for future readers and users. Properly planned and executed, the sessions can be very successful in creating a raised consciousness about the needs of collections and can actually teach important and concrete concepts and practices. Nevertheless, in a one- to two-hour session, only a finite number of preservation "concepts" can be transmitted orally by the presenter and then retained mentally by the audience. For this reason, the audiovisual program and the handout literature can serve to augment and reinforce the concepts and practices.

A partial list of potential concepts to transmit when discussing the potentials for cumulative damage to library materials can be found on pages 13 and 14, and covers specific concepts to teach in preservation awareness workshops.

In looking over the lists in this section, one realizes the large amount of information that might be transmitted. This underscores the value of tailoring the presentation to those individuals with similar job tasks and functions; for example, reaching groups of student assistants/shelvers simultaneously in one session, technical services staff in another, public services in a third, and so on.

To summarize, effective training sessions of this type involve the audience in ways to which it can relate. The pace and stress of their work is acknowledged, and the impediments and realities of their work are appreciated, all to avoid placing blame for particular practices or behavior. When germane to the sessions, it is usually effective to explain just what and how the preservation department is doing routinely to assist the audience in coping with physically damaged or deteriorated materials. Finally, printed handouts to reinforce concepts are essential in each session.

Orientation and Training for New Hires. It is a daunting prospect and considerable effort to reach all existing employees in one's library. Such a process has been labeled by some (facetiously) "retrospective conversion" or "Preservation 101." When it is accomplished, the rewards are many.

But because libraries are a sort of revolving door of people leaving the library's employ and people just beginning their employment, a new cast of characters seems always to await preservation training. And, a program for reaching them must be considered if the good work begun in the "retrospective conversion" is to be continued.

Some libraries hold sessions each quarter, each semester, or (probably of less value) each year for all new hires for that period. When the library already has a good orientation and training program, the preservation component often can fit well into that organization. Hitching preservation training and awareness to other library training may be very workable.

The format and concepts covered in orientation and training of new hires can be much the same as that for existing staff, with modifications to introduce the new staff to the organization and setup of the preservation department.

Position Descriptions. Inclusion of language in position descriptions can be a method of formalizing the link between bottom-line employee performance and preservation. An opportune time to review position descriptions is when the position is vacant, although position descriptions can be reviewed at any time. There is demonstrated value in the practice of emending job descriptions--by administrative policy, of course--to include a phrase such as "handles all library materials according to accepted library preservation practices as presented in training sessions" and to include phrases such as "general knowledge of library preservation principles" (as is done at The University of California, San Diego Library).

Continuing Education: the Maintenance of the Preservation Program. Like other successful service units of the library, preservation must also blow its own horn to keep its efforts and value in the eye of library staff. Using every chance to let preservation's efforts shine anticipates the "what-have-you-done-for-me-lately?" query.

To this end, there are a number of "forums" for educating staff and users, including:

- faculty and staff newsletters;
- tours of the library (site visits);
- departmental, unit, and committee meetings;
- general, all-staff meetings;
- librarians and management council;
- staff association meetings;
- orientation programs;
- special and specific workshops, seminars, and conferences;
- handbooks (policy and procedure manuals);
- formal position descriptions; and
- goals and objective statements for individual staff, units, and departments.

Every library has some, if not all, of these available for such purposes. Whichever of these are utilized, preservation advocates take advantage of them by spotlighting preservation efforts and successes. The preservation department or unit's image can be maintained in the public's eye through the library's staff newsletter, taking advantage of completed projects and assistance given by preservation to public and technical service units and noting, for example:

- assistance in response, salvage, and recovery of a water disaster;
- a cleaning or refurbishing project in a discrete collection;
- identification of special funds for a useful preservation or conservation project;
- new library binding agreement or contract; and/or
- new book-friendly (and user-friendly) photocopy equipment procurement.

Some library preservation departments have turned (very effectively) National Library Week into "Preservation Awareness Week." Others (University of Michigan, for one) have included in the weekly staff newsletter, with good effect, a "preservation awareness" quiz, which can be a multiple choice exercise to elicit interest while educating the staff about preservation terminology and concepts, usually with plenty of humor.

It takes considerable work to begin and maintain an effective staff awareness program in a library. In planning and maintaining such a program, one must never forget that one must constantly advocate and distribute accurate, sensible, and usable information that assists library employees to care for collections without unnecessary hardship or inconvenience to their work.

User Awareness

Assessing the Big Issues: Administrative and Physical "Environments". Libraries communicate with their clientele (referred to alternatively as "users," "patrons," or "readers") routinely and constantly from the moment they arrive into the library building (and, increasingly, as they use the collections, online databases, and services remotely from their homes, offices, and laboratories). Library staff direct and inform people when they interact with library personnel, by means of posted directional signs, by the use of printed policies and other take-away handouts, via interaction with online systems, and just as importantly, by the attributes--pleasant or not so pleasant--of the library's physical ambiance. Librarians and their staff speak to their patrons immediately whenever they use whatever services, collections, and facilities they need. From a management perspective, communication to users provides library staff a critical opportunity to affect positively the longevity ("enhanced access") of the collections, facilities, and services.

To succeed, one must think of the entire library environment--the services and the physical environments--that faces its users. One must examine the "macro" or "global" issues that affect user satisfaction and behavior in order that the collections are not needlessly lost or damaged by unaware, careless, or even criminal behavior. Usually, library administration sets the tone for the library's service orientation and oversees its collection access and building usage policies. Control over the building's ambiance and environmental quality is less often under the direct supervision or even influence of library administration. Nevertheless, each component plays a critical role in the overarching preservation program and must be considered in any plan to manage a preservation user-awareness program.

In order to have the desired positive impact, such a preservation user-awareness plan must first recognize the importance of a number of overarching issues that might be grouped into two broad categories, arbitrarily labeled the "administrative environment" and the "physical environment."

In an administrative environment conducive to a good preservation user-awareness program, library personnel up and down the organizational ranks display an air of professional respect for the collections and its users, providing a good example for library patrons to emulate. Equally important, library administration assists, enhances, and empowers reasonable and routine attempts to preserve collections while enhancing user access to the collections. For example:

- The library maintains photocopy services and/or photocopy self-service equipment in good working order and at reasonable or competitive prices. Such efforts tend to reduce theft of individual pages or entire volumes.
- Book (and other materials) return systems are designed with fire prevention, book security, and book damage control in mind and with some compromises to reasonable patron convenience. Safe return of books in reasonable convenience to patrons is good public relations.

In the physical environment that promotes respect for the collections, the library is clean, neat, and orderly. This type of environment provides a subliminal message that states: "We are proud of this library. We care about its collections. You should, too." This is a message that speaks volumes, and it is a powerful, effective message that is communicated to library patrons. For example:

- Graffiti is rarely present, and when discovered, it is quickly and effectively removed.
- The facility is orderly and tidy, a strong encouragement for users to maintain it in that order. Neat and orderly stacks and shelving areas are much more likely to be respected than shelving areas that are disorderly.
- Library areas that are free of the remnants of food and beverage consumption--the results of an enforced building policy--are less likely to be trashed by food and beverage containers and other debris.
- Multiple-use storage and patron areas that are comfortably cool and dry give patrons the quiet message that says the library cares about the comfort of its collections and the people using them.

Related Basic Principles in Preservation Public Relations. A successful library preservation user-awareness program--at any level of effort--follows a few basic principles of what might be termed public relations, which might include, for example:

- Personal skills and attitude are always the key to real effectiveness for any program. The importance of "user friendliness" can hardly be overestimated.
- Libraries need--and need to keep--all the friends they can get. Use every opportunity in every available medium to remind the audience of your efforts to help them.

- Know the audience before attempting to speak to them.
- Avoid the "cute" whenever possible. Be quick and clear.
- Use seriousness and humor with care to avoid insulting the audience's sensibilities or intelligence. Never place blame on your audience. Avoid the negative.
- Remember that good, well-maintained graphics are essential.
- Stress the importance of long-term access to research collections.
- Never forget the importance of the nonverbal and nonprint communication that are attributed to the physical facility's appearance.

"Convenience" vs. "Preservation": an Important Potential Conflict to Acknowledge. Most library users are busy people and place a high value on convenience. And, as information delivery systems develop and mature, it appears that library users' expectations for convenience are approaching drive-through-window expectations for service. This issue warrants careful consideration in preservation management because there are times when "convenience" can be an adversary of long-term preservation of materials. In such cases, choices must be made--and defended. For example:

- Students place high value on the consumption of caffeine and carbohydrates when studying; it keeps them alert and saves them time. Food and beverage consumption in libraries, however, can become out-of-control building maintenance and preservation issues if left unchecked. Depending upon its floor plan configuration, the library may have more than one option. Perhaps a separate food/beverage section can be maintained, with concomitant cleaning, pest extermination, and monitoring; simple, straightforward signs can be posted that outline the users' options with the rules' rationale (see University of Connecticut's poster on page 43,) and the policies can be enforced by security and library personnel. In posting signs informing users of policy, it is useful to state the reasons why the policy is in force.
- Book return systems can save borrowers both time and inconvenience. But they can also take their toll on book collections and other library formats and cost the library in repair and replacement costs. Granted, realistic compromises often must be made, but information can be communicated to the borrowers by using signs encouraging them (with concise, clearly stated reasoning) to return materials directly to the circulation points from which they were borrowed.
- Photocopying of bound volumes is ubiquitous in libraries and is a core service allowed or provided. Copying library materials is one of the best examples of a two-edged sword: cheap copying often prevents theft of materials and is a wonderful aid for information dissemination, but such copying takes a cumulative toll on materials, which require repair or rebinding. The library has the responsibility in this case of providing reliable and acceptable copy equipment, preferably with an edge-copier design that encourages a gentler copying from books. At the same time, the library owes itself the use of well-designed signs and posters that inform readers about the cumulative effects of copying library materials.

Care and Handling Concepts to Transmit to Library Users. See pages 15 and 16, which address library users.

Special Challenges: Theft, Security, Vandalism, Defacement, and Mutilation. At any given time, a very large percentage of library collections are at risk of theft or vandalism of one sort or another. The monetary value of general and special collections tempts professional and casual thieves in larger numbers each year. Antisocial behavior, irresponsibility, and competition among students for top academic marks too often result in ripped-out pages from monographs and journals, causing an untold cost in inconvenience and replacement effort. Each of these challenges requires efforts, not just of preservation and public services personnel, but also that of library administration, to work with other authorities and legal counsel to define the extent to which these problems will be addressed and handled.

Faculty: a Key Constituency. An effort to communicate preservation information to users must not neglect the classroom faculty of the college or university. This segment of the library's clientele is perhaps its most important constituency because it is essential that the faculty appreciate the expense and difficulties of preserving research collections. Furthermore, classroom faculty are in a unique position to influence student behavior in the library, although the faculty might readily admit that their influence is limited.

How are faculty as a group to be reached? Each institution will have variations in their approach, but many utilize the library-to-faculty newsletter, or issue a separate mailing related to preservation efforts in the libraries. Using this approach, it is possible and valuable to let the faculty in on news and information relating to specific preservation work being done in particular subject areas and disciplines. The one-to-one, librarian-to-classroom-faculty discussion is, of course, vitally important.

Reaching the Audiences: Concurrent Efforts that Target Both Staff and Users

Graphic Media (Posters, Handouts, Videotapes, etc.) Used to Supplement Staff Training and User Awareness ("The Medium is the Message.") Librarians and their staffs work in a time where the quality of *packaging* or *presentation* of concepts and ideas are perceived as equally important (or more so) as the *content* of the message. Library staff and users are bombarded daily with commercial messages that shape the way that they accept concepts, ideas, and directions. For effectiveness in preservation communication, then, it behooves libraries to produce the highest quality presentations possible for posters, signs, brochures, bookmarks, and even slide or video presentations.

Thanks to the personal computer and the developments in desktop publishing, high-quality printed graphics can now be created relatively easily. Perhaps the most effective graphic arts campaigns are those that use a common theme of style and graphics, with a "logo" approach to similar design and color schemes. In this way, the graphic devices created for similar purposes have a pleasing subliminally effective parallel. For example, each of the following devices to transmit a variation on the theme of preservation might be designed similarly.

For staff:

- Posters or other graphics that remind shelvers how to load and transport book trucks safely;

- Staff manuals or guidebooks that outline practices and procedures; and
- Videotapes, slide presentations, or films that are created for in-house use.

For library users:

- "Table tents" to explain the rationale for a no-food/no-beverage policy;
- Posters reminding photocopying patrons how to "take it easy" on the books;
- Bookmarks reminding readers to avoid writing or "highlighting" in books;
- Placards that describe the "scholar as conservator" and remind the scholar to follow standard guidelines of behavior in special collections reading rooms;
- Signs that succinctly but clearly state the local law protecting collections from theft and mutilation and that outline the potential punishment for those apprehended and convicted;
- Bulletin boards that inform and remind users of handling pointers;
- Advertisements in the campus newspapers for a targeted purpose;
- Messages printed on phase boxes or other protective enclosures that explain why an item is so protected and implore the user to use special care;
- Messages included in general library orientation literature;
- Fact sheets that explain and rationalize the preservation effort; and
- Information included (briefly) with the online catalog or information system.

Bibliographic Instruction (BI.) "Bibliographic instruction sessions have great potential for reaching library users with preservation information." Although the time available in BI sessions for preservation information will generally be limited--making it difficult to screen a video or slide/audiotape presentation--even a few minutes of oral advice for this audience can be very effective. For example, inform the audience of the availability of plastic book bags for inclement weather; how relatively cheap it is to obtain a photocopy (with a warning not to rip out the pages); how it is unnecessary (and unwanted) for them to repair materials themselves; to enjoy their lunches and snacks *before* they arrive in the library; and so on. Once again, it is important that the messages given are essentially positive ("do"), with avoidance of the negative ("don't").

Exhibitions. Libraries often use exhibits or exhibitions, on small or grand scales, very effectively to highlight collections, events, services, or concepts. Exhibits have been shown to be effective in preservation awareness because they can show not only the results of improper behavior but also the positive efforts (and costs) to correct damage and deterioration. As with most such communication, it is best to accentuate the positive and uplifting, and downplay the negative and depressing. Exhibition curators in these situations do well to insert important remedial results--a restoration, a reformatted brittle book, a mutilated book made whole again, or a torn spine repaired--rather than only the disembodied effects of deterioration, acid decay, mutilation, and improper removal from shelves. In this approach, exhibition viewers are more likely to leave with the thought that *someone* (a library employee) needed to right those wrongs.

Preservation Awareness Week. The designation of a "preservation awareness week" can have very beneficial results, even though the cost in staff time and planning will be considerable. The use of National Library Week, a "banned books" week, or other time that celebrating libraries can piggyback on other public relations efforts in the community. Libraries who designate a preservation awareness week use a wide variety of activities, including films, videotapes, exhibitions, demonstrations, advertisements, and similar approaches. (See page 77, University of Indiana.)

Audiovisual Programs--Staff Training. There are a number of audiovisual sources now available for use in staff training and user awareness. For staff training, the use of one or more of these slide/audiotape or videotape productions is probably a necessity for effectively teaching a wide variety of preservation concepts and techniques. Most of these sources can still be acquired at a relatively modest cost, rented, or borrowed through interlibrary loan. The wise trainer, however, will preview the audiovisual source carefully in choosing it for the audience at hand. Some programs are more appropriate for younger audiences, some are designed for particular needs or formats, and some are for those audiences where a faster pace or shorter time period is crucial.

One option is the creation of an audiovisual program specific to the institution and its situations. By using a camera with tape recorder, or a video "camcorder," a homegrown program can be produced with varying quality results. This is not necessarily easy to pull off, but has potential for very valuable local results.

Audiovisual Programs--User Awareness. The difficulty with the use of audiovisual sources with users is the need for a captive audience to view the program. There are several options, limited by circumstances and imagination, for reaching users with an audiovisual program such as a video. One might utilize a continuous-loop video program and have it shown in the library lobby on a continuous basis to passersby. Perhaps a very brief video or slide/tape program can be made part of a BI presentation.

Growth of the Program

A successful staff awareness and user education component in preservation management depends upon well-defined goals and objectives, which are the result of observation, thinking, planning, and collaboration. Librarians and their staffs advance confidently toward those goals and objectives when they have the systemwide linchpin of administrative support; and they recognize the importance of improving physical environment. They start realistically with what they have and what they can get, even involving outside speakers or short-term consultants, then move forward from that point. Librarians train library people who handle the collections. They reach new hires on a regular basis, addressing specific behaviors of readers and users. They constantly look to upgrade and improve their methods of reaching those audiences, being alert to new library media, to high-priority user behavior, and to changing constraints upon staff. Librarians seek clear and visible preservation messages, remaining fresh and energetic in their approaches.

The extension and growth of a staff-awareness and user-education program is limited primarily by the time, energy, and the skills and the imagination of the individuals managing the effort, and, of course, the nature of the need. In large, publicly assisted universities, there is enormous challenge in the efforts to reach users effectively with preservation messages. In smaller colleges and universities, it would appear that the message would be somewhat easier to promote effectively. There is difficulty in getting across the concepts of common property held for the greater good of the whole for the indefinite future. Nevertheless, the value of the collections and the expense in replacing or restoring them makes the continuing effort on the part of libraries necessary.

Specific Concepts to Teach in Preservation Awareness Workshops

Library Staff–Book Formats:

- Retrieval of books:
  - Removal of volumes from shelves, and
  - Use of step-stools.
- Reshelving:
  - Value of tail-edge shelving over fore-edge shelving;
  - The compromise of spine-edge shelving;
  - Value of perpendicularity in shelving books;
  - Use of book supports;
  - Avoidance of accidental "knifing" damage by book ends;
  - Shifting: avoidance of too-tight conditions; necessity of minor or major shifts; and other coping strategies for too-tight conditions;
  - Oversized books; and
  - Extra maintenance of heavily used, heavily browsed areas.
- Transport of volumes:
  - On trucks; avoidance of spilled trucks;
  - Respect for elevator doors; and
  - Transport of books through mail systems.
- Identifying, intercepting, and sorting physically problematic books and routing for review, repair and/or replacement by trained members of the staff.
- Removal of inserts such as "Post-It Notes," bookmarks, paper clips, etc.
- Method of insertion of security devices (such as Tattletapes).
- Method of stamping (date due slips, for example) information on text-block side of volumes.
- Careful monitoring of incoming materials in book returns.
- In interlibrary loan, requirements and guidelines for loan of damaged, deteriorated, or fragile volumes.
- In periodicals departments and bindery preparation, use of cotton string over rubber bands.

Library Staff–Microforms:

- Value of clean microform readers and reader-printers.
- Avoidance of "cinching" reel film.
- Use of acid-free, paper button-and-string ties versus rubber bands for reel film.
- Value of plastic over metal reels.
- Value of individual acid-free microfiche envelopes.
- Handling reel film by edges (fiche by header) to avoid fingerprints.
- Importance of repairing film properly, as it is discovered.
- Importance of adequate leader on reel film.
- Value of film and fiche storage cabinets.

Library Staff–Audio/Video/Computer Formats:

- Sensitivity of magnetic (audio, video, or computer) media to erasure when in proximity to theft detection systems (3M or Knogo types).
- Value of back-up systems.

- Concern over computer virus transmission in circulating disks.
- Importance of close examination of materials after usage.
- Importance of clear instructional signs on playback equipment.
- Importance of shelving videos upright and films flat.

Other specialized formats (such as glass plate photographic negatives, vinyl disks, maps, manuscripts, rare books, and other formats) require detailed guidelines for staff training and awareness to supplement the preservation training session.

Library Staff--In Processing:

- Maintain adequate storage/shelving practices while in process.
- Avoid clips, rubber bands, and thick packets of inserts.
- Identify and route poor-condition or damaged materials as early in processing as possible to preservation units.
- Be alert to infestations of mold/insects in block purchases or gifts.

Library Staff--All Library Materials:

- Be alert to potentials for defacement, mutilation, theft, and other breaches in security.
- Be alert to water damage, smoking, and other potentials for catastrophe.
- Keep materials off floors at least four inches.
- Know how to react to library emergencies and disasters that threaten the library's services and collections.
- Distribute "rainy-day book bags" when appropriate to protect materials leaving buildings.
- Intercept minor physical damages for repair/correction before they become major damages.
- Remind patrons of the library's building and collection usage rules and regulations related to the use and handling of the collections.
- Handle materials with clean hands.

Library Users--General Collections, Books:

- Leave repairs of damaged library materials to library staff.
- Notify staff when books are water- or fire-damaged.
- Protective book bags are available to carry library materials in inclement weather.
- Marks and highlighting left in books destroys the pleasure of reading for the next reader and reduces the value of the item; instead, take notes.
- Stealing pages from books is costly to library users and collections; it is illegal and punishable by ... [state relevant state code or local code of conduct].
- Food/beverage consumption can be harmful to collections and individual library items because... .
- Pets (puppies, especially) can destroy irreplaceable materials.
- High temperatures can ruin most types of library materials left in automobiles.
- Photocopying can be done with minimal damage when care is used.

- Avoid book inserts such as "Post-It Notes," rubber bands, and paper clips; use a bookmark provided by the library for this purpose and to avoid "dog-eared" corners.
- Use care and "technique" in removing books from and replacing books on shelves.
- Avoid the book-return slots whenever possible, favoring a return to the circulation desk directly.

Library Users--Special collections, Books and Manuscripts:

- Use pencils, not ink.
- Use book snakes and other book supports.
- Follow security requirements, leaving coats, briefcases, and other belongings prior to gaining access to the collection.
- Have clean hands.
- Follow copying and photography guidelines.
- Food/beverage/tobacco/chewing gum usage is prohibited.

Library Users--General Collections, Nonbook or Nonpaper Media:

The special handling and storage requirements of many various media such as magnetic media, photographic media, recorded sound formats, and so on should be noted in those storage and use areas.

SELECTED DOCUMENTS

Selected Documents

Guidelines, Manuals, Policies and Practices--Staff Training

"Basic Book Repair" and "Care and Handling of Library Materials." Workshop course descriptions from the University of Michigan.

"Care of the Library Collections: Your Role as Library Staff." University of California at San Diego. Prepared by Julie A. Page for the ALA Conference, San Francisco, CA, June, 1992.

Outline for "Preservation 101" Seminars for Circulation/Bookstacks Staff. Preservation Office, The Ohio State University Libraries.

"Preservation Orientation for UCSD Staff." University of California at San Diego.

"Preservation Orientation for University of Connecticut Library Staff." Presentation outline, University of Connecticut.

Guidelines, Manuals, Policies and Practices--User Awareness

"Care of Library Collections: A Role for Everyone." University of California at San Diego.

"Eating and drinking are not allowed in the Homer Babbidge Library." Poster, University of Connecticut Libraries.

"Going, Going, Gone." Preservation campaign brochure and bookmark form the American Library Association.

"Handle with Care," "Photocopying Guidelines," and "The Scholar as Conservator." The Newberry Library.

"No Food, No Drink, No Noise!" Pamphlet and bookmarks, Pennsylvania State University Library.

Preservation Program bookmarks and table tent from the Indiana University Libraries.

Preservation table tents from the University of Michigan.

Search Strategy Workshop flyer, University of California at San Diego. Section II.B no. 2-3.

"The Big Rip-Off." Poster and flyer from the University of Illinois at Urbana-Champaign Library.

"The Gentle Art of Photocopying." Announcement for the preservation poster from the University of Texas at Austin.

"The Librarian." Scottsdale, AZ: Preservation Comics, July, 1988.

"The Seven Deadly Sins of Book Care." Bookmarks from Brigham Young University.

"The Scholar as Conservator." The Ohio State University Libraries.

Concurrent Efforts to Staff and Users

"Preservation Awareness Week." Poster from Indiana University Libraries at Bloomington.

Key Articles

Merrill-Oldham, Jan, Carolyn Clark Morrow, and Mark Roosa., *Preservation Program Models: A Study Project and Report*. Washington, DC: Association of Research Libraries, 1991. "Staff Training and User Awareness," pp. 29-30.

Audiovisual Sources

Swartzburg, Susan G. "Audiovisual Aids on the Preservation and Conservation of Library and Archival Materials." *Conservation Administration News* 49 (April 1992): 8-13. Reprinted with permission from *Conservation Administration News.*

THE UNIVERSITY LIBRARY

Care of the Library Collections: Your Role as Library Staff

By handling books and journals with concern, you are actively preserving the Libraries collections.

- Use proper shelving and handling techniques .
- Handle materials correctly at the photocopy machines
- Do not eat or drink when working with library materials
- Refer damaged material for proper repair
- Do not use metal clips, rubber bands, or Post-its improperly

You can further assist the preservation effort by being aware of conditions that are damaging to the library materials and helping to educate library users.

- Help enforce "No Food and Drink" policy
- Learn to identify materials in need of help, e.g. brittle, pests
- Report potential disaster situations
- Be aware of environmental conditions
- Help educate users in what they can do to help preserve library materials

We all have an individual role and responsibility to help preserve the libraries collections. Please join in the Preservation Program and help to make a difference!

5/92
Julie Page
Preservation Librarian

PRESERVATION ORIENTATION FOR UCSD LIBRARY STAFF

AUDIENCE:

All full-time and part-time staff. Each session will be given for about 30 staff. Mixture of staff from different units is preferred.

LOCATION:

Throughout the libraries, wherever appropriate.

FREQUENCY:

Two or three times a quarter until all staff have participated. Annually or semiannually for new staff and as needed as a refresher.

LENGTH OF PRESENTATION: 1 1/2 hours.

CONTENT:

As outlined below, with frequent use of actual examples and display of materials.

HANDOUT:

Care of the Library Collections: Your Role as Library Staff
Staff responsibilities for personal preservation actions.

PRESENTATON OUTLINE:

I. Introduction:

   A. Objective of the orientation program: awareness of preservation issues; understanding of the staff member's individual role and responsibility for preservation; actual techniques for handling materials.

   B. Value of our collections: intellectual, cultural, monetary.

II. Nature of library materials: they are both durable and fragile. Treated well, they will last a long time.

   A. Natural enemies
   B. Human abuse

III. What UCSD is doing in its Preservation Program. Who's who e.g., Preservation Librarian, AUL, Bindery/Repair Unit.

   A. The Library's Preservation Program
   B. Your part in the Preservation Program – What you have control over
   C. Additional ways you can assist the Preservation Program

PRESERVATION ORIENTATION

FLIPCHART # 1

OBJECTIVES

YOU -

- Are aware of Preservation Issues
- Understand your role and responsibilities
- Know practical preservation techniques

FLIPCHART # 2

UCSD COLLECTIONS

1960: 35,000 VOLUMES
1992: 2,100,000 BD. VOLS.
267,000 MAPS
55,000 MICRO REELS
2,200,000 MICROFICHE, CARDS
450,000 DOCS, PAMPHLETS
59,000 AUDIO ITEMS
210,000 SLIDES
2,200 VIDEOTAPES
4,000 LINEAR FEET MSS, ARCHIVES

FLIPCHART # 3

COLLECTIONS - Insured Value	$300,000,000
ARL RANK - Volumes	65th
ARL RANK - Composite	37th
INTELLECTUAL AND CULTURAL VALUE:	INESTIMABLE

FLIPCHART # 4

When posed the questions "What are the enemies of library materials?", attendees suggested the following:

- DUFFLEBAGS
- SHUTTLE / VAN
- BOOK RETURNS
- MOLD
- VANDALISM
- PATRON WEAR
- FOOD AND DRINK
- CAR TRUNK
- PHOTOCOPYING
- SHELVING
- BAD REPAIR
- OVER-USE OF PARTS
- POOR BINDING
- POST-ITS
- HI-LIGHTING
- MARGINALIA
- VERMIN
- ILL / MAIL
- HUMIDITY
- RAIN
- SUNLIGHT
- AGE
- ACID
- DOGEARING

FLIPCHART # 5

NATURAL ENEMIES

- HEAT
- MOISTURE
- LIGHT
- POLLUTANTS
- PESTS
- MOLD/MILDEW
- FIRE/HEAT
- WATER
- EMBRITTLEMENT

FLIPCHART # 6

HUMAN ABUSE

- ROUTINE HANDLING
- SHELVING METHODS
- FOOD AND DRINK
- POST-ITS/CLIPS/BANDS
- HIGHLIGHTING/MARGINALIA
- REPAIRS (INCORRECT)
- MUTILATION
- PHOTOCOPY MACHINES
- BOOK DROPS

FLIPCHART # 7

PRESERVATION PROGRAM

- CONTROLLING ENVIRONMENT
- BINDING
- REPAIR
- SPECIAL CONSERVATION / HOUSING
- RESTRICTIONS ON USE
- REFORMATTING
- DISASTER PREPAREDNESS
- TRAINING

FLIPCHART # 8

YOUR JOB:

- USE PROPER SHELVING / HANDLING TECHNIQUES
- HANDLE MATERIALS PROPERLY DURING PHOTOCOPYING
- NO EATING / DRINKING WHEN WORKING WITH MATERIALS
- REFER DAMAGED MATERIALS FOR PROPER REPAIR
- DO NOT USE CLIPS, BANDS, POST-ITS IMPROPERLY

FLIPCHART # 9

YOUR FURTHER HELP:

- HELP ENFORCE NO FOOD / NO DRINK RULES
- LEARN TO IDENTIFY MATERIALS IN NEED OF HELP
- REPORT POTENTIAL DISASTER SITUATIONS
- HELP EDUCATE USERS
- BE AWARE OF ENVIRONMENTAL CONDITIONS.

PRESERVATION ORIENTATION FOR UNIVERSITY OF CONNECTICUT LIBRARY STAFF

Audience: All new full-time and part-time staff members

Frequency: Two presentations (within two weeks) annually

Length of presentation: Two hours

Content:

I. Introduction: The challenge of maintaining research collections in usable condition; the staff member's role in the preservation effort; objectives of the orientation program.

II. The Care and Handling of Books, a slide-tape show. (Suggest that the audience look for relevant information regarding care of both library and personal collections.)

III. Discussion and demonstration highlighting and emphasizing important points made in the slide-show.
   A. Relationship of environmental factures (temperature, relative humidity, light) to longevity of library materials. Climate control within the University of Connecticut Library System: problems and solutions.
   B. Relationship of modern book making technology to the need for proper care and handling of library materials.
      1. Paper: Decline in quality over 4 centuries. (Show pre-19th century imprint, brittle volumes published in 1860, 1880, 1900, 1920, 1940.)
      2. Case bindings: How they differ from earlier bindings, where and why they are weak, how this relates to shelving practices.
   C. Handling techniques: Shelving and removal of volumes from shelves (display volume with ruined headcap; text block loose in case). Tying damaged volumes with cotton string. Use of flags rather than metal or plastic paper clips (display damaged samples). Handling microfilm. Photocopying (discuss handling techniques that minimize damage; identify right-angle copiers within the library buildings).

IV. University of Connecticut Libraries' preservation program: history, organizational structure, scope, limitations, goals.
   A. Conservation.
   B. Commercial library binding preparation.
   C. Shelf preparation.
   D. Reprography.
   E. Desirable technologies not yet in place in U.S. (mass deacidification, mass paper strengthening, permanent disk storage).
   F. Recognizing materials that should be sent to Preservation. (Show difference between structural and cosmetic damage; what mold and mildew look like and how to handle infected material.)

University of Michigan

CARE AND HANDLING OF LIBRARY MATERIALS

Facilitators: Julie Arnott
Associate Librarian, Preservation Division

Carol Eyler
Mellon Intern for Preservation Administration,
Preservation Division

Wednesday
January 17, 1990
9-10:30 a.m.
Buhr Classroom

Participants will learn about their role in preserving the Library's collection. The discussion will cover proper shelving and photocopying techniques, the environment's impact on library materials, and an overview of Preservation Division services. The session will include a showing of the video Murder in the Stacks.

This workshop is recommended for all new staff who handle materials directly and is considered a prerequisite for those who plan to attend the Basic Book Repairs Workshop the following week.

BASIC BOOK REPAIRS

Facilitators: Maria Grandinette
Head, Conservation and Book Repair Unit, Preservation Division

Ann Ridout
Bookbinder III, Book Repair Unit, Preservation Division

Wednesday
January 24, 1990
9-10:30 a.m.
Buhr Classroom

Participants will receive hands-on instruction in the basic techniques of paper and book repair, including the use of archival tape, preparation of materials for transport, opening of uncut signatures, and page tip-ins. The first steps toward recovery of materials damaged by mold and water will also be outlined. Each Library unit sending a representative to this workshop will receive a repair kit stocked with non-damaging supplies. All participants should have previously attended a Preservation Division workshop on the Care and Handling of Library materials.

NOTE: These workshops are open to all Library staff members. Workshop enrollment is limited to 20 participants per workshop. To register, call Library Personnel at 4-2546.

The Ohio State University
LIBRARIES

Preservation Office

OUTLINE FOR "PRESERVATION 101" SEMINARS FOR CIRCULATION/BOOKSTACKS STAFF

I. Introduction: purpose of the session

II. Focus on the book as object:
  - structure
  - points of vulnerability

III. "Handling Books in General Collections," a slide/tape presentation from the Library of Congress

IV. Questions and discussion

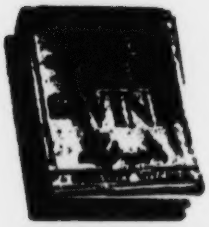
V. Review of Preservation Office units' work: binding & repair, etc.

VI. Adjourn

WLB 9/28/87

106 Main Library 1858 Neil Avenue Mall Columbus, OH 43210 614-292-6151
Bindery Preparation Division, 037 Main Library, 614-292-6515
Collection Maintenance Division, 007 Main Library, 614- 292-0342

American Library Association



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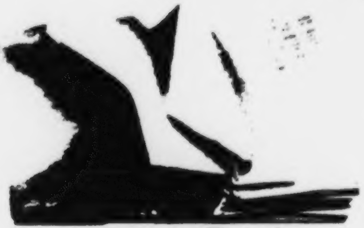

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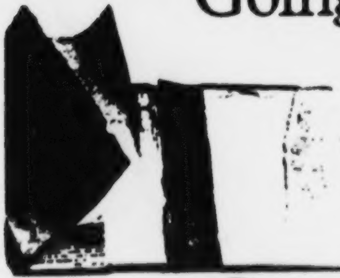

Gone.

Many library books and other printed materials are falling apart at the seams. Please give a damn. Ask your librarian how you can help.

Books worth reading are books worth saving.

Dust to dust.

There's a growing problem on bookshelves around the world. Literally millions of books are turning to dust.

Sooner or later, paper — like all organic matter— disintegrates. When paper disintegrates, books disintegrate. And when books disintigrate, we lose important, often irreplaceable, sources of knowledge and enjoyment.

Why has this problem become acute?

Until about 150 years ago, most paper was made from cotton and linen rags. This paper was—and still is — remarkably durable, remaining white and flexible for hundreds of years.

Demand for the printed word and all types of paper products accelerated rapidly during the Industrial Revolution, a time of enormous cultural and economic growth. It was then that manufacturers began making paper from wood pulp, a more abundant source of cellulose than rags.

Unfortunately, this new technology had inherent problems, not fully understood until a century later.

Long-lasting paper can be made from wood, but the pulp must be chemically processed to remove impurities, and the additives must be non-acidic. Research in the 1950s revealed the full range of factors that contribute to the longevity of paper.

While the wood pulp used for most writing and printing papers (not newsprint) had been cooked and bleached to remove impurities, it was found that the chemicals used as "sizing"— to give the paper body, to make it smooth and to help it hold ink—were a source of contamination.

The most damaging chemical used in modern paper-making, alum rosin sizing, causes paper to become increasingly acidic over time. This acidity causes paper to become discolored and brittle.

Nearly everything written and printed since alum rosin came into common use is disintegrating far more rapidly than papers manufactured earlier. Adding insult to injury, most of these publications were given weak bindings for reasons of price or aesthetic appeal rather than durability. In many cases, poor storage conditions have also contributed to the deterioration process.

Gone but not forgotten.

You may already be aware of the problem.

Books in your personal library may have started to discolor. Your own much-loved copy of *Winnie the Pooh* may be too fragile to share with your children. Or, your 20-year-old copy of a favorite James Bond paperback may fall apart in your hands as you try to reread it.

Now you know why. Such personal disappointments are the symptoms of a far greater problem.

The fact is that *more than a quarter* of the books in the world's research and national libraries are so brittle they may not survive the century.

The great majority of these materials will never be reprinted because they do not appeal to a large enough market. Even those that were extremely popular in their own day, such as the dime novels of the late 19th century, are so out of fashion that no commercial publisher would consider reissuing them.

But it is those types of books—as well as back runs of scholarly journals, illustrations and photographs, manuscripts and archives, early films and phonograph recordings—that make our research libraries such rich storehouses of knowledge.

These materials document not only the events of the last century, they document the daily lives, dreams and disappointments of people. They record everything from inventions to clothing and hairstyles. And they provide researchers with the basis for future discoveries.

Books document our history, in many cases from the beginnings of civilzation. They are our collective cultural memory. A memory we cannot afford to lose.

How to keep from closing the books forever.

There are no easy solutions to a problem of this magnitude.

Research is being done at the Library of Congress and other institutions around the world on chemical treatments to extend the life of books that have not already become brittle. The hope, of course, is to develop processes that can be applied to significant numbers of items at one time, so the treatment is cost-effective.

Alternative methods of preserving information are also being tried. The Library of Congress and the National Library of Medicine are experimenting with transfer of published information to optical disks for preservation. The National Archives and Records Administration is using digital technology to store information from archives and manuscripts. The permanence of both methods is unproven.

The one tried-and-true technology currently available, microfilming, is being used by several major research libraries to preserve information from their most severely deteriorated books.

The cure, of course, is prevention. Books should be printed on alkaline (acid-free) paper to ensure their presence for future generations.

If you can read this, you can help.

If you are a lover of books and libraries, a student, scholar, historian, researcher or writer, your help is needed.

You can start by writing to your local, state and national legislators and letting them know of your concern and the need for legislation that would require the use of alkaline paper.

You can also urge additional federal funding for preservation activities of agencies such as the Library of Congress, U.S. Office of Education, the National Library of Medicine, the National Endowment for the Humanities and the National

Historical Publications and Records Commission. Let Congress know that money spent on book preservation is well spent.

Write to publishers urging the use of alkaline (acid-free) paper.

Support the preservation activities of your library. Gently draw the staff's attention to books or documents in need of treatment or repair. Offer to organize an advisory committee to promote community awareness of the problem and to do fund raising.

If you are a published writer, insist that your work be printed on alkaline paper. Voice your concern that books be bound in a way that will ensure their existence for future generations.

If you are a librarian, archivist or other custodian of research materials, you can read and attend workshops to learn more about the problem of deteriorating books and documents and what must be done to extend their lives. There are a number of simple but effective measures that an institution can take, such as using alkaline file folders for storing papers and installing air conditioning.

If you are a book buyer, check to see if the books you buy are printed on alkaline paper. Let bookstore owners know that you are aware of the problem and that your book-buying habits reflect this concern.

Above all, begin to think about books and documents not as "disposables" but as perishables which may not survive without your active support.

Developed by the Association for Library Collections & Technical Services in cooperation with the Public Information Office, American Library Association.

Funded in part by the Commission on Preservation and Access, 1785 Massachusetts Ave. NW, #313, Washington, DC 20036.

The paper used in this publication meets the minimum pH and alkaline reserve requirements for uncoated paper established by the American National Standard for Information Sciences – Permanence of Paper for Printed Library Materials, ANSI Z39.48-1984. The coating has a neutral (7.0) pH.

Going, Going, Gone.
Item no. 558
100 pamphlets, $20
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American Library Association
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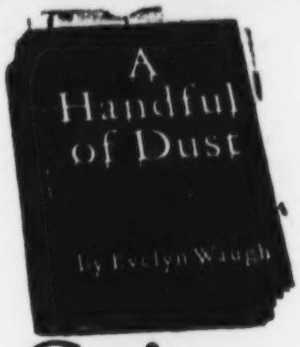
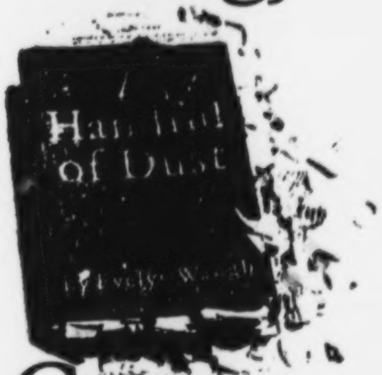
Chicago, IL 60611
For single copies send 50 cents and a stamped, self-addressed #10 envelope to the Association for Library Collections & Technical Services, ALA. For a complete catalog of bookmarks and posters on preservation and other library issues, write ALA Graphics.

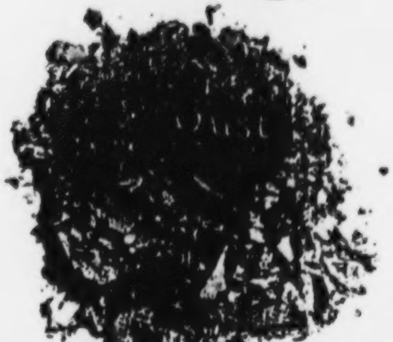
Books worth reading are books worth saving.



Going,



Going,



Gone.

Brigham Young University

THE SEVEN DEADLY SINS OF BOOK CARE

SIN
NUMBER ONE
PRIDE

Attempting home
repairs or not reporting
accidental damage

◆

So proud she shyned
in her Princely state, . . .
And in her hand
she held a mirrhour bright,
Wherein her face
she often vewed fayne,
And in her selfe-loved
semblance tooke delight.*

◆

Don't let a sense
of foolish pride,
a wounded book
henceforth to hide.
Bring the flaw
to our attention,
and we'll applaud
your good intention.

◆

**from Edmund Spenser's*
The Faerie Queene
(1596)

THE SEVEN DEADLY SINS OF BOOK CARE

SIN
NUMBER TWO
IDLENESS

Not preserving
library materials from
environmental damage

◆

Sluggish Idlenesse
the nourse of sin,
Upon a slouthfull Asse
he chose to ryde,
From worldly cares
himselfe he did
[withdraw] *

◆

The demented slothful
are hardly aware
Where they put
precious books—
the devil may care!
They bake in the sun,
they're dropped in the drink
(tub, head, or sink)
by fun-loving youngsters
too tender to think.

◆

**from Edmund Spenser's*
The Faerie Queene
(1596)

THE SEVEN DEADLY SINS OF BOOK CARE

SIN
NUMBER THREE
GLUTTONY

Eating or drinking
while handling library
materials

◆

Loathsome Gluttony,
Deformed creature,
on a filthie swyne,
His belly was up-blowne
with luxury,
And eke with fatnesse
swollen were his eyne.*

◆

Who but a low-life
dribbling slob
would eat or drink
above a book,
or paw through it with
grubby mitts and leave
debris on every page,
crack, and nook?

◆

**from Edmund Spenser's*
The Faerie Queene
(1596)

BEST COPY AVAILABLE

THE
SEVEN
DEADLY SINS
OF BOOK
CARE

❖

❖

SIN
NUMBER FOUR
LECHERY
Defacing, underlining,
or cutting out sections
of library materials

❖

Lustfull Lechery,
Inconstant man,
that loved all he saw,
And lusted after all,
that he did love,
Ne would his looser
life be tide to law.*

❖

It never fails
but to amaze
the hung up vandal's
harmful ways
To keep us safe
from bookish sin
he marks or removes
all "naughty" words
and images within

❖

**from Edmund Spenser's*
The Faerie Queene
(1596)

THE
SEVEN
DEADLY SINS
OF BOOK
CARE

❖

❖

SIN
NUMBER FIVE
AVARICE
Causing damage
through careless
photocopying

❖

And greedy Avarice . . .
Upon a Camell
loaden all with gold; . . .
Whose need had end,
but no end covetise,
Whose wealth was want,
whose plenty made him pore,
Who had enough,
yet wished ever more.*

❖

And yes, it's true,
there are a few
who in their greed
for knowledge
will break the spine
upon the glass
and turn a fine book
into trash.

❖

**from Edmund Spenser's*
The Faerie Queene
(1596)

THE
SEVEN
DEADLY SINS
OF BOOK
CARE

❖

❖

SIN
NUMBER SIX
ENVY
Coveting and
stealing library
materials

❖

Malicious Envie rode,
Upon a ravenous wolfe,
Inwardly he chawed
his owne maw
At neighbours wealth,
that made him ever sad,
But when he heard of harme,
he wexed wondrous glad.*

❖

It is with grief
we think upon
those awful thievish ones
Instead of duly borrowing,
they envy, skulk, steal,
and leave us all to
empty shelves
and sorrowing.

❖

*from *Edmund Spenser's*
The Faerie Queene
(1596)

THE
SEVEN
DEADLY SINS
OF BOOK
CARE

❖

❖

SIN
NUMBER SEVEN
WRATH
Rough and
careless handling of
library materials

❖

Full many mischiefes
follow cruell Wrath;
Abhorred bloudshed,
and tumultuous strife,
Unmanly murder,
and unthrifty scath, . . .
And fretting griefe
the enemy of life.*

❖

It's sad but true
there are those kooks
who vent their rage
upon our books:
They tear the pages,
break the backs,
and cruelly jam
them in their packs.

❖

*from *Edmund Spenser's*
The Faerie Queene
(1596)

BEST COPY AVAILABLE

THE UNIVERSITY LIBRARY

Care of Library Collections: A Role for Everyone

Preservation of collections is a means of providing continuing access to items in the libraries for as long as they are needed. To maintain this access, library staff at all levels must take responsibility for proper handling of library materials. Proper handling techniques and well-ordered library stacks serve as a positive example for library users. All library staff, including student employees, should follow these guidelines and assist in the preservation of the UCSD Library collections.

General

-- Do not eat or drink while working with library materials. Food attracts pests, and spills cause permanent stains. Remind patrons who are eating or drinking of our policy. Ask them to put away or dispose of food/drink items or offer to dispose of items for them.

-- Refer items in need of repair to trained repair staff who will use proper techniques and supplies. Do not make repairs yourself. Minor repair problems can become major ones if neglected too long.

-- When photocopying books, take care not to wrinkle pages. If a book is bound so that it resists being pressed flat, do not force it -- settle for a less than perfect copy or use an Océ copier that allows for draping the book over the edge of the copying surface.

-- Do not use the following in library materials -- Post-It Notes, metal paperclips, or bulky packets of processing papers. These items can be permanently damaging, leaving stains or tearing pages. Limit the use of rubberbands, preferring instead to tie fragile materials with cotton tape. Remove damaging items before shelving materials.

-- Use a bookmark to mark your place -- do not turn down the corners of pages.

Proper Handling Techniques

-- Open new books carefully. Forcing the covers back can break a book's spine especially if it is tightly bound.

-- Apply date due slips and barcodes and add technical processing notes neatly and in the designated places on materials. Limit markings to those that are necessary.

-- Use booktrucks for sorting and transporting library materials whenever possible. Crates and bins do not provide proper support for materials. Clear bookdrops, tables, and unload boxes directly onto booktrucks or shelving. Do not leave library materials stacked in piles on desks or on the floor.

-- Place books on booktrucks and shelving in an upright position with no other materials stacked on top. If a shelf is only partially full, keep books supported vertically. Lay large volumes flat on the shelf. Do not place books on their fore-edges, even for a short time. This will weaken the binding.

-- Properly balance distribution of items on booktrucks and do not overload. This will make the truck easier to maneuver and prevent it from tipping over.

Proper Shelving Techniques

-- Shelve books vertically, supported by a bookend. Neither overcrowd nor loosely shelve books. Be careful not to accidentally "knife" the pages of a book with the edge of a bookend. Do not shelve books on their fore-edges. This can cause the textblock to loosen from its case. Follow departmental procedures for referring items which cannot be shelved properly because of large size.

-- Properly remove a book from the shelf by pushing volumes on either side back just far enough to grasp the one you need in the middle of its spine. Do not simply pull on the top of the spine as this will cause a weakening and eventual damage to the spine.

-- Remove any trash, loose books, or extra bookends from the shelves.

Other

-- When assisting library users, take the opportunity to educate them on correct handling of library materials as outlined above.

-- Watch for signs of mold and mildew or pest infestations. Refer affected materials to bindery and repair staff. Report pest problems to the Preservation Librarian.

-- Be aware of environmental conditions. Immediately report to a supervisor or the Preservation Librarian noticeable changes such as high heat, humidity, low air flow, or sunlight hitting library materials.

-- Watch for theft or mutilation of library materials and any instances of unauthorized access. Report incident immediately to the circulation supervisor or security guard.

-- Immediately report signs of any potential disaster situations, such as dripping or standing water, overloaded electrical outlets, or blocked emergency exits.

Your assistance in implementing these guidelines is critical to the care of the collections and the UCSD Library Preservation Program.

Search Strategy Workshop
Undergraduate Library -- UC San Diego

Sessions are 2 hours and presented by UGL Librarians to Writing Program students (1st & 2nd year). Approximately 400 students attended sessions in the Fall 1991.

I. Introduce self

II. Purpose of session
- A. Orient to UCSD libraries and UGL in particular
- B. Help students develop search strategy (ss) to aid in research
- C. Use ss find material for sample topic
- D. Provide worksheet will help students use ss find material for paper
- E. Go into library to practice ROGER, test strategies by using them and worksheet to find sources for paper

III. UCSD library system
- A. Huge collection (over 2M items), 39th largest collection on continent--broken down into specialized libraries
- B. Common features of libraries
  - 1. Service desks--circ and ref; explain difference, give UGL hours for library and ref (have on board)
  - 2. [redacted] (What are some ways book or magazine can be damaged? Not just catastrophic, but mundane things)
    - a. No marking in books, dog-earring pages, paper clips, Post-It Notes
    - b. Don't lean on open books on photocopiers
    - c. No food/drink
    - d. Multiply "mundane" action like underlining by UGL gatecount (600K) = major impact
  - 3. [redacted] (all students will likely--at least once--find that crucial article ripped out, magazine missing: don't inflict this on others. Stealing library materials unethical and a crime, can have serious academic repercussions)

(Outline of first page only)

Eating and drinking are not allowed in the Homer Babbidge Library

Except in the:

- ✻ 24-Hour Study Room (for patrons)
- ✻ Staff Lounge (for staff)
- ✻ Seminar Room (for special occasions)

Why?

-Residue from food and drink attracts cockroaches, silverfish, rodents, and other pests that feed on books and papers, thus endangering the research collections. Insect and rodent infestations also make it unpleasant to work and study in library buildings.

-To minimize the risk of infestation, it is necessary to thoroughly clean areas where food and drinks are consumed. There are only a few places in the Babbidge Library that maintenance personnel are able to clean on a daily basis. The 24-hour study room and staff lounge are highest priorities.

-The alternative to our preventative approach to keeping the building pest-free is to fumigate once an infestation occurs. This practice is highly undesirable because of the potential health risks associated with the use of toxic chemicals.

-Please help us to preserve the University's research collections, and to maintain the quality of study and work space in the Homer Babbidge Library. Eat and drink only in designated areas.

Thank you.

Norman D Stevens

Norman D. Stevens
Director, University of Connecticut Libraries

University of Illinois,
Urbana-Champaign

MISSING OR MUTILATED ISSUES OF JOURNALS THAT CANNOT BE REPLACED

JOURNAL OF MARKETING RESEARCH, v. 28, no. 1, 1986 BIOLOGY DIGEST, v.
7, no. 1 Sept. 1980 PC MAGAZINE, v. 5, no. 1, Jan. 14, 1986 CHINESE
EDUCATION, v. 13, no. 3-4, 1980-81 SOCIAL WORK TODAY, v. 14, no. 44,
July 26, 1983 JOURNAL OF RETAILING, v. 57. no. 1, 1981 OMNI, v. 8,
no. 7, April 1986 CHANGING TIMES, v. 37 , May 1983 COMPARATIVE
URBAN RESEARCH, v. 8, no. 2, 1980 DESIGN, v. 23, no. 10,
1984 ENERGY JOURN AN FILM, v. 7, no. 6,
April 1982 BLACK NUCLEAR TECHNOLOGY,
v. 72, no. 2, Feb. ND CONTINUING EDUCA-
TION, v. 11, no. 8, 11, 17, 1984
ELECTRONOTES, no. 73-84, 1977 RAIL
WAY MAGAZINE, v 131, no. 1009-10
1985 UNDER CURRENTS, no. 60,
1983 CERAMIC INDUSTRY, v. 123,
no. 4, 1984 PEOPLE v. 29,
no. 5-6, 1988 USICIAN, PLAYER
AND LISTENER, v. 22-29, 1980
AIR TRANSPORT LD, v. 24, no.
7-12, 1987 ICROWAVES AND
RF, v. 24, n no. 2, 1984
STARSHIP, v HNIC, no. 2,
1983 PRODU no. 2, 1984
ROBOTICS AG , v. 34, no.
2, 1981 IN v. 2, no. 1,
1985 MANA AND ENERGY,
v. 7, no. TECHNOLOGY,
v. 28, no. 1986 NEW
SCIENTIST RTS, no. 3,
Dec. 197C OPTICS AND
LASER TECH EDUCATION
MAGAZINE, v. ARIS MATCH
no. 1979-1980, L OF SMALL
BUSINESS MANAGE no. 1, 1984
GOVERNMENT EXEC , no. 9, 1986
DB: THE SOUND E, v. 18, no.
10-11, 1984 1986 CONTROL AND
CYBERNETICS, v 9, no. 10, May 1982
AFRICA REPORT CALIFORNIA MANAGEMENT
REVIEW, v. 27, JOURNAL ORGANIZATIONAL BEHAVIOR
MANAGEMENT, v. 7, no. 1/2, 1985 ILLINOIS BUSINESS REVIEW, v. 42, no.
1, 4-5, 1985 NATURAL HISTORY, v. 92, no. 4, 7, 12, 1983 ECOLOGICAL
MODELLING, v. 22, no. 1-4, 1984 RADIOACTIVE WASTE MANAGEMENT AND THE
NUCLEAR FUEL CYCLE, v. 3, no. 3-4, 1982 FUTURES MAGAZINE, v. 13,
no. 7-8, 1984 SPACE FLIGHT, v. 27, no. 2, 1985 ELECTRONICS, v. 58,
no. 52, Dec. 30, 1985 JOURNAL OF MODERN AFRICAN STUDIES, v. 21, no.
4, Dec. 1983 PSYCHOLOGY TODAY, v. 11, no. 2-4, 1977 BUSINESS WEEK,
no. 3075, 1988 POPULAR MECHANICS, v. 121, 1964

THE BIG RIP-OFF

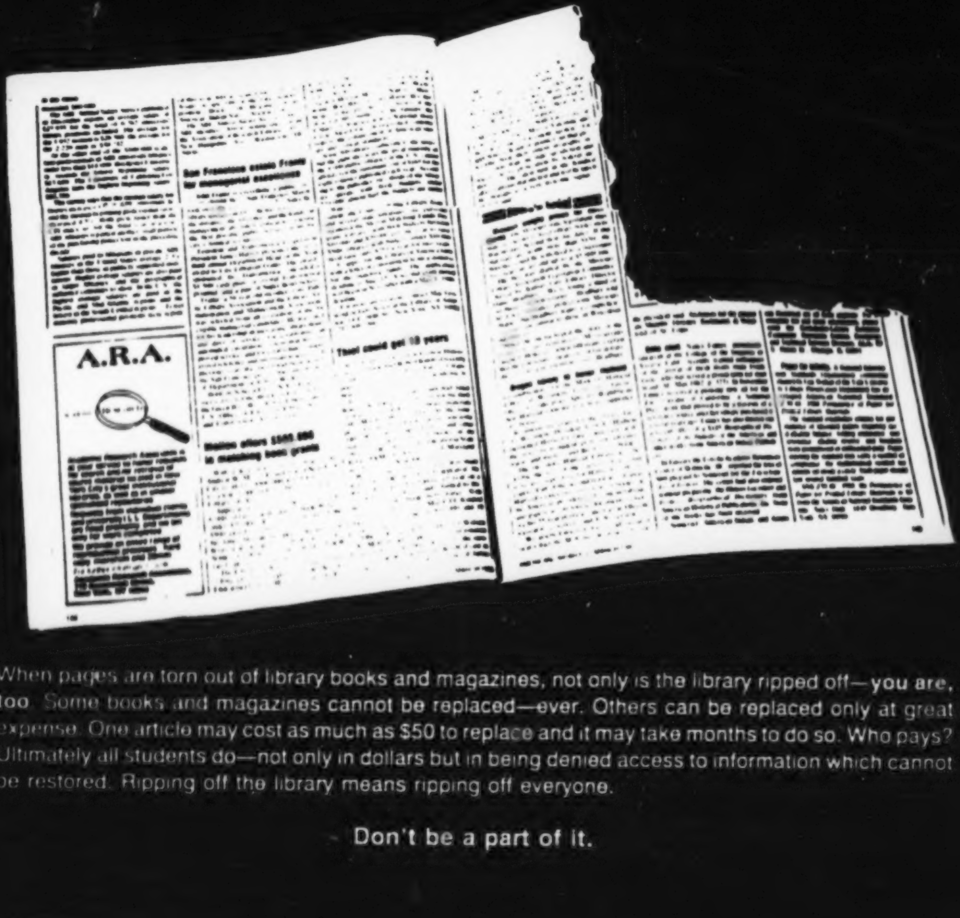
Each year hundreds of magazine articles are torn out and hundreds of books and journals are stolen from the University of Illinois Library. Many can be replaced only at great expense--others not at all.

Once taken, the information contained in these missing items is no longer available to students and faculty using the Library.

RIPPING OFF THE LIBRARY MEANS
RIPPING OFF EVERYONE

Don't be a part of it.

THE BIG RIP-OFF

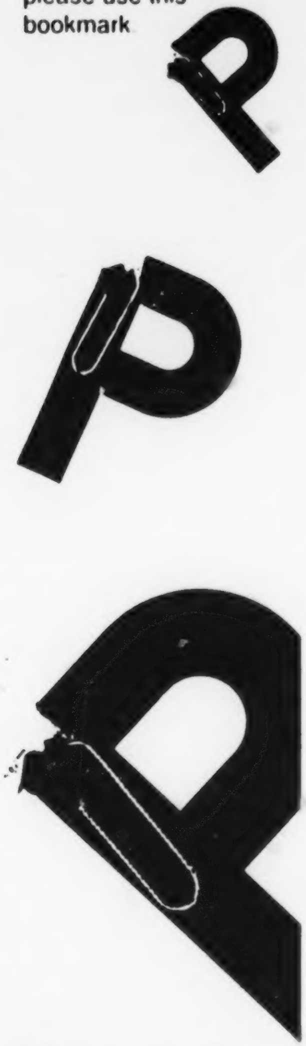


When pages are torn out of library books and magazines, not only is the library ripped off—you are, too. Some books and magazines cannot be replaced—ever. Others can be replaced only at great expense. One article may cost as much as $50 to replace and it may take months to do so. Who pays? Ultimately all students do—not only in dollars but in being denied access to information which cannot be restored. Ripping off the library means ripping off everyone.

Don't be a part of it.

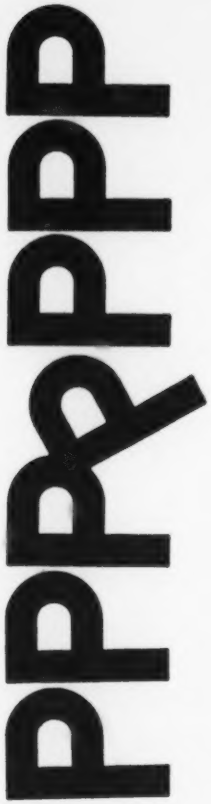
BEST COPY AVAILABLE

Paper clips stain and tear pages - please use this bookmark.



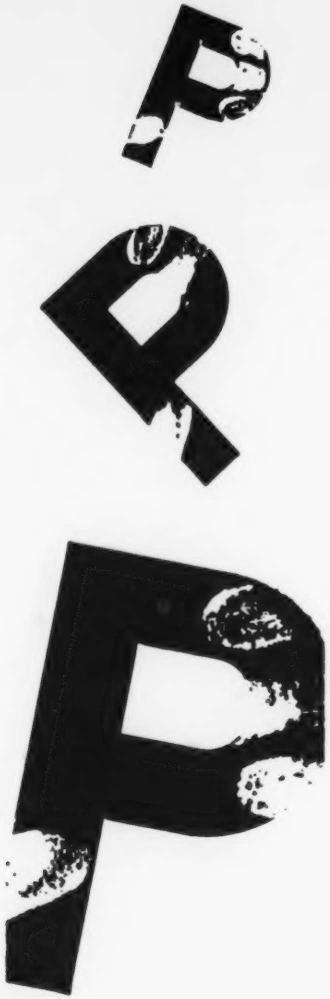
Preservation Program
Indiana University Libraries

Please remove books from shelf **carefully** - grab them by the center of spine and pull **gently.**



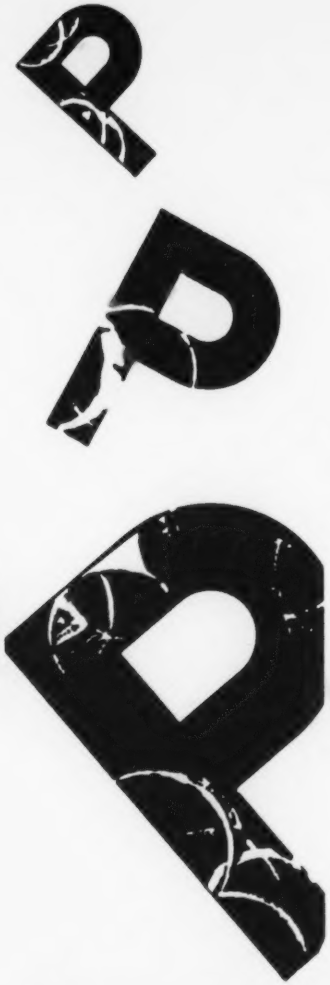
Preservation Program
Indiana University Libraries

Please use library materials with **care.**



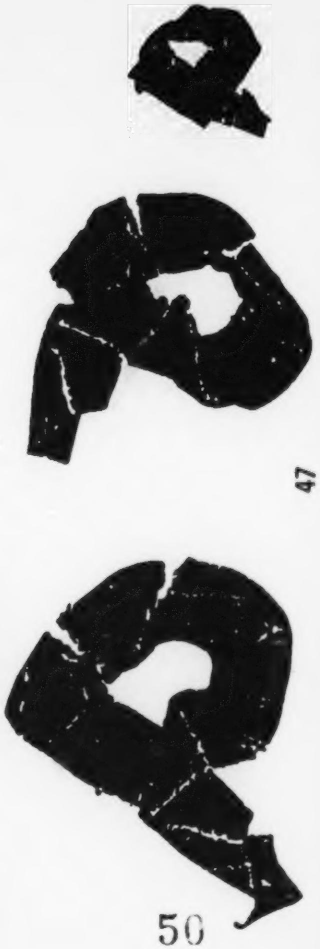
Preservation Program
Indiana University Libraries

Please keep **food** and **drink** away from library materials.



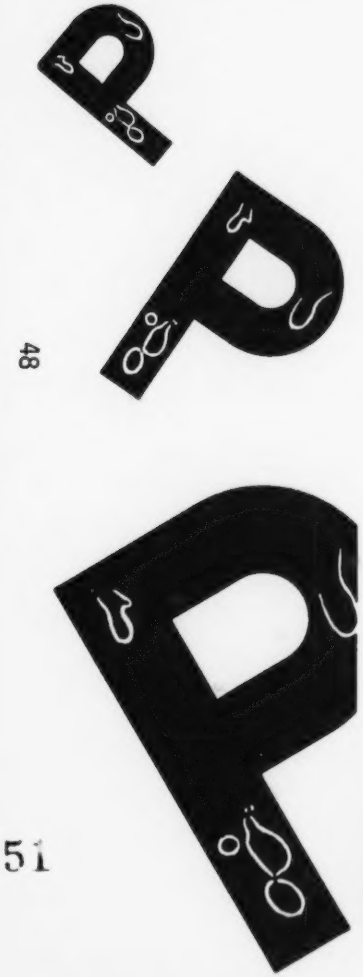
Preservation Program
Indiana University Libraries

Please avoid **crumpling** or **folding** pages.



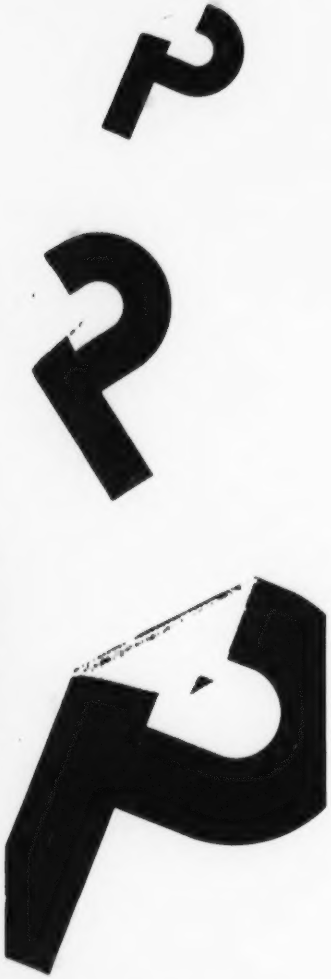
Preservation Program
Indiana University Libraries

Protect books from **dampness** and **moisture** - please use a bag.



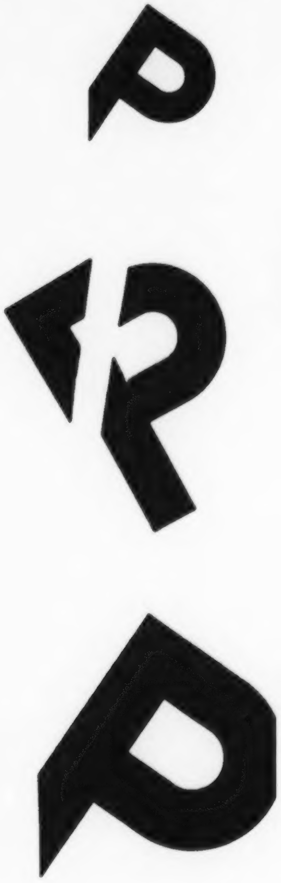
Preservation Program
Indiana University Libraries

Please use this bookmark instead of **folding** the corner.



Preservation Program
Indiana University Libraries

Don't **mutilate** library materials.

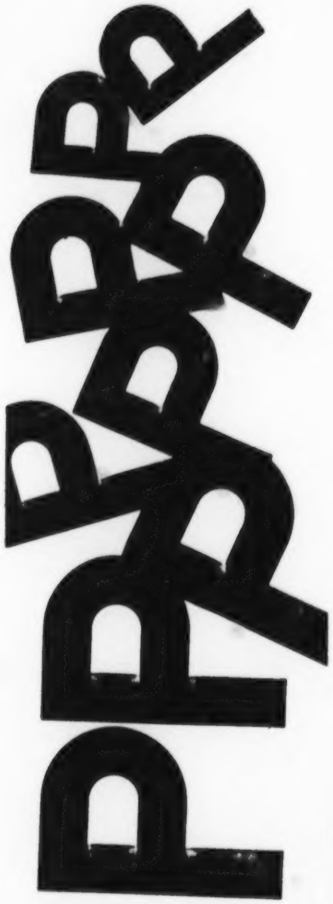


Preservation Program
Indiana University Libraries

Please **photocopy gently** - pushing on the spine breaks the binding.

Preservation Program
Indiana University Libraries

Please carry only a **few** books at a time.



Preservation Program
Indiana University Libraries

Books with alkaline paper will last for centuries. The **infinity symbol** (∞) means the paper is acid-free.

Help preserve our books.

Dirt, dust and food can cause permanent **staining** of library materials.

Here's what **you** can do to help …

Books document our history, from the beginning of civilization. The majority of these books, once gone, will never be reprinted.

Help preserve our books.

Weak bindings and poor storage conditions have caused many books to rapidly **deteriorate.**

Help preserve our books.

Millions of books printed since the 1850's are **disintegrating** - turning to dust on library shelves.

Help preserve our books.

Dropping books may cause serious **damage,** especially if the paper and bindings are already brittle.

Here's what **you** can do to help ...

Most paper produced since 1850 rapidly becomes **brittle.**

Help preserve our books.

Books made of **alkaline** paper will last for centuries. However, books produced with **acidic** paper may last only 50 - 75 years.

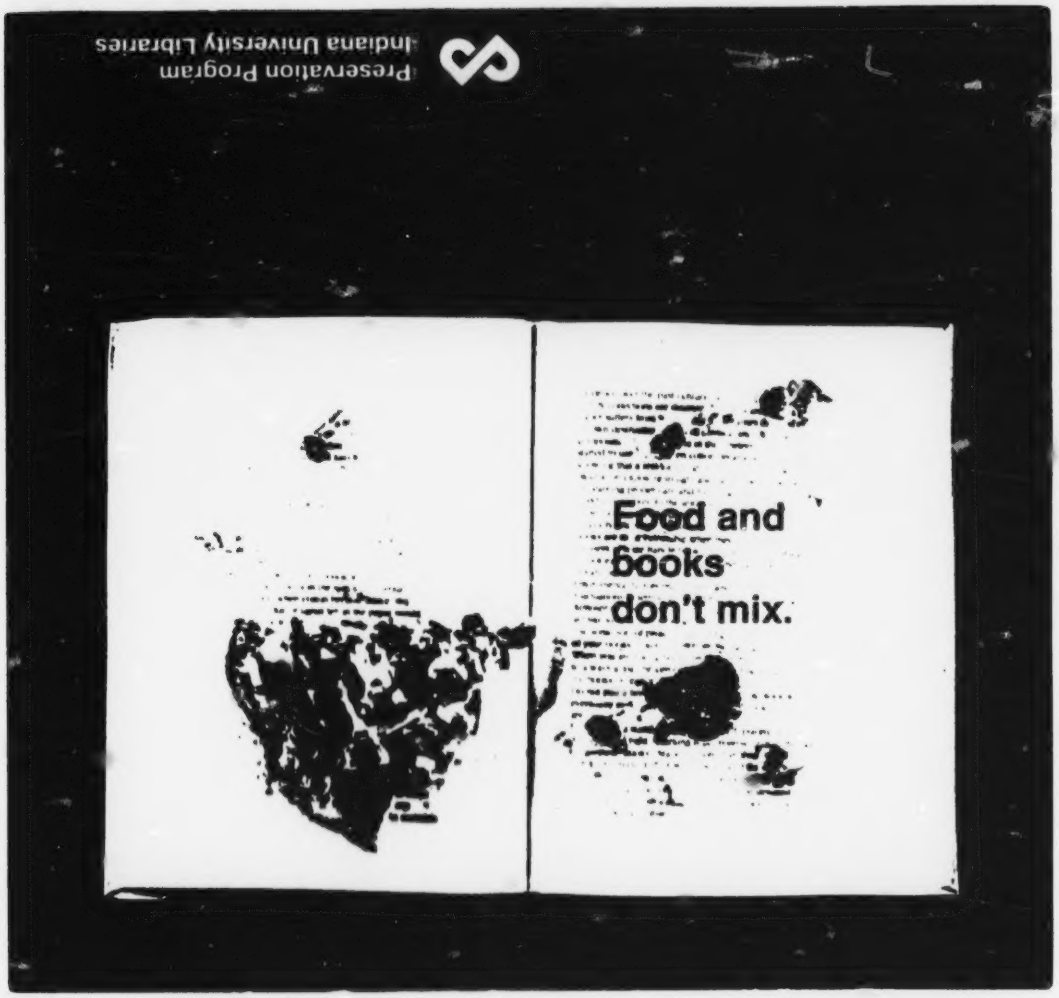
Help preserve our books.

More than a quarter of the books in the world's libraries will **deteriorate** before the year 2000.

Help preserve our books.

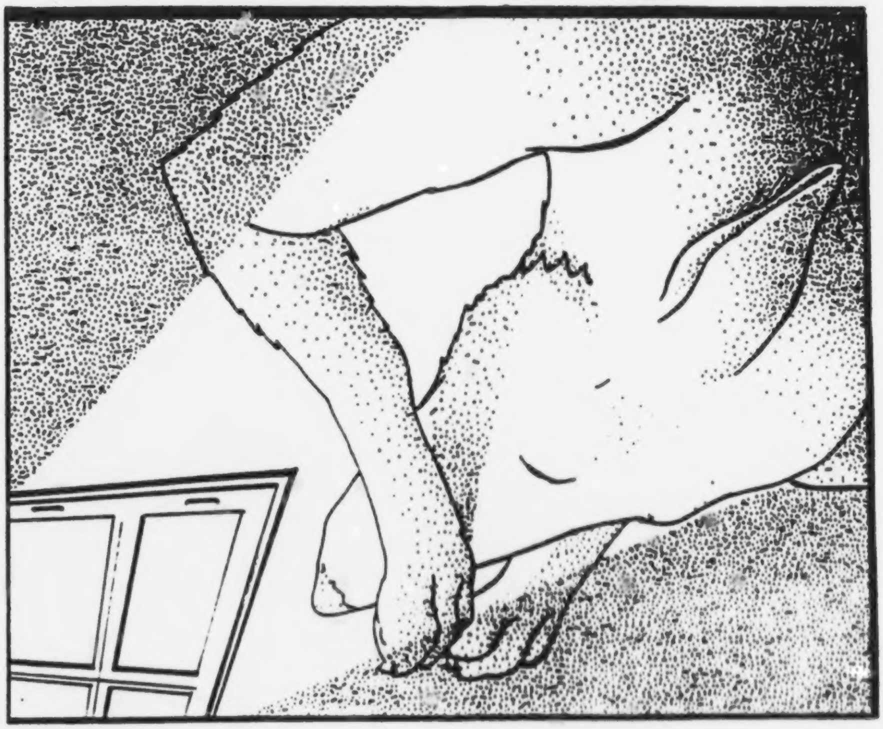
Books may start to **mold** and **buckle** within 48 hours after getting wet.

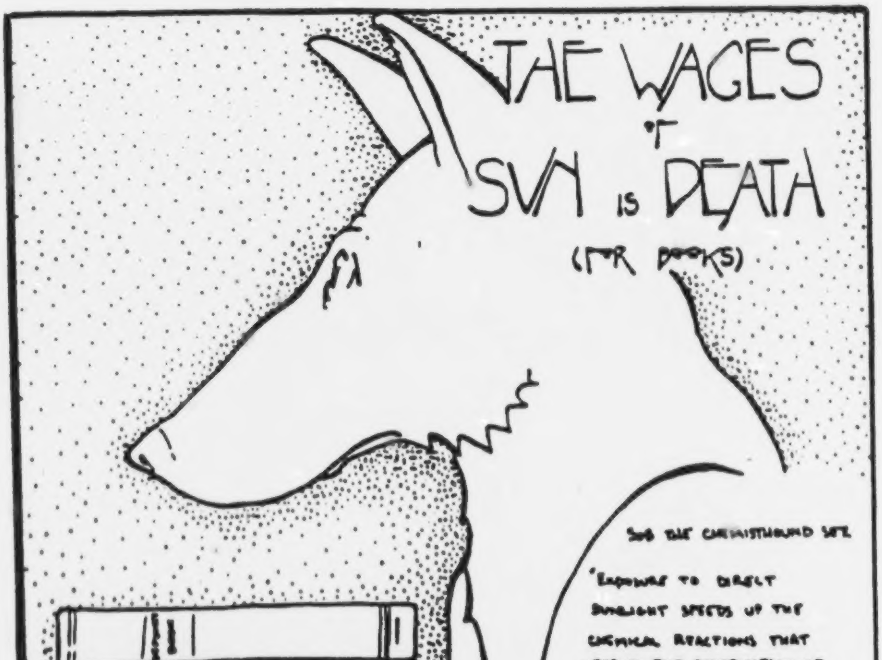
Here's what **you** can do to help ...


Preservation Program
Indiana University Libraries
Food and books don't mix.

BEST COPY AVAILABLE

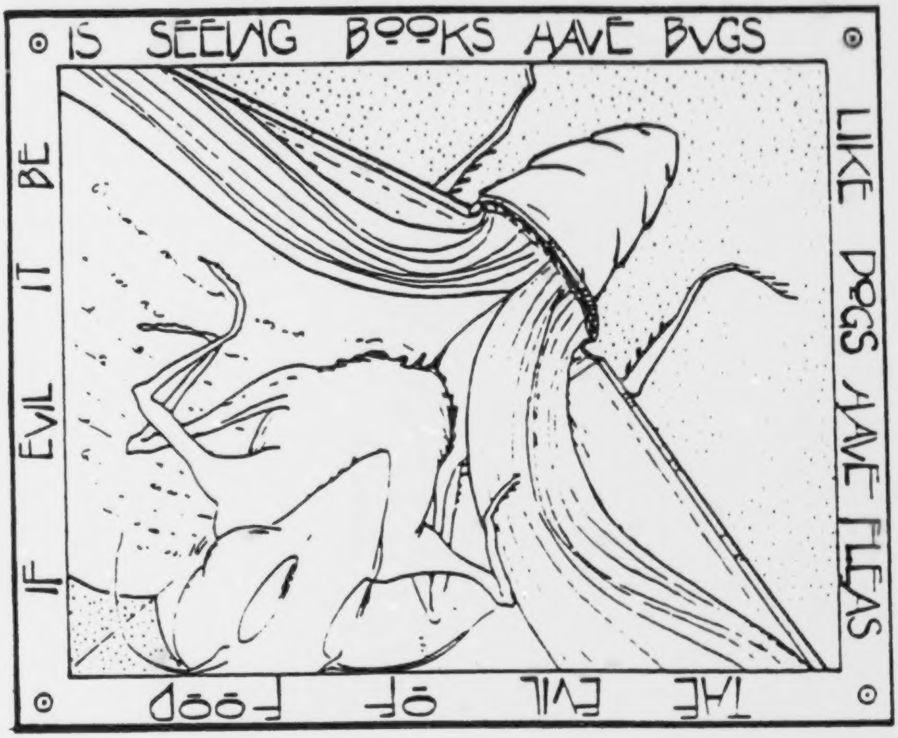
University Library
University of Michigan 56

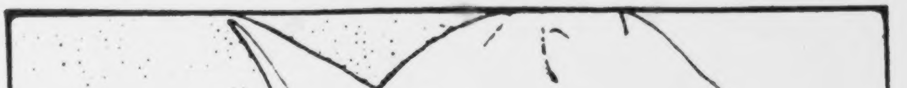



THE WAGES
of
SIN is DEATH
(FOR BOOKS)
So the Chemisthound sez
"Exposure to direct sunlight speeds up the chemical reactions that lead to the destruction of books, paper, and inks!"

This message is printed on acid-free paper.
It will not become brittle.

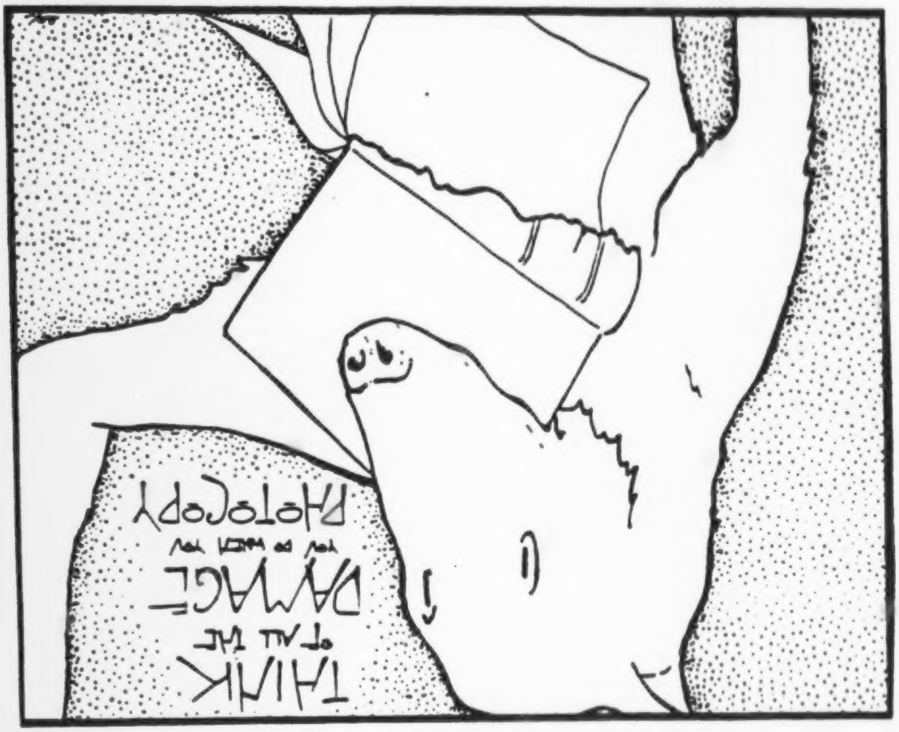
∞ This message is printed on acid-free paper.
It will not become brittle.


IF EVIL IT BE
THE EVIL OF FOOD
IS SEEING BOOKS HAVE BUGS
LIKE DOGS HAVE FLEAS


NO, BOB!
Drop That FOOD

University Library
University of Michigan

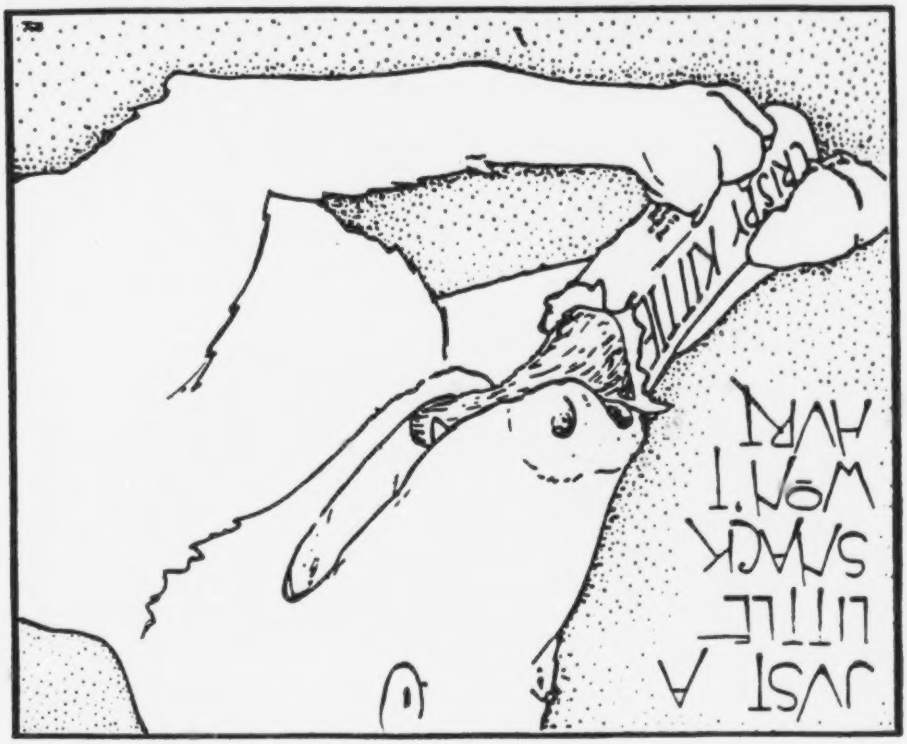
This message is printed on acid-free paper. It will not become brittle.

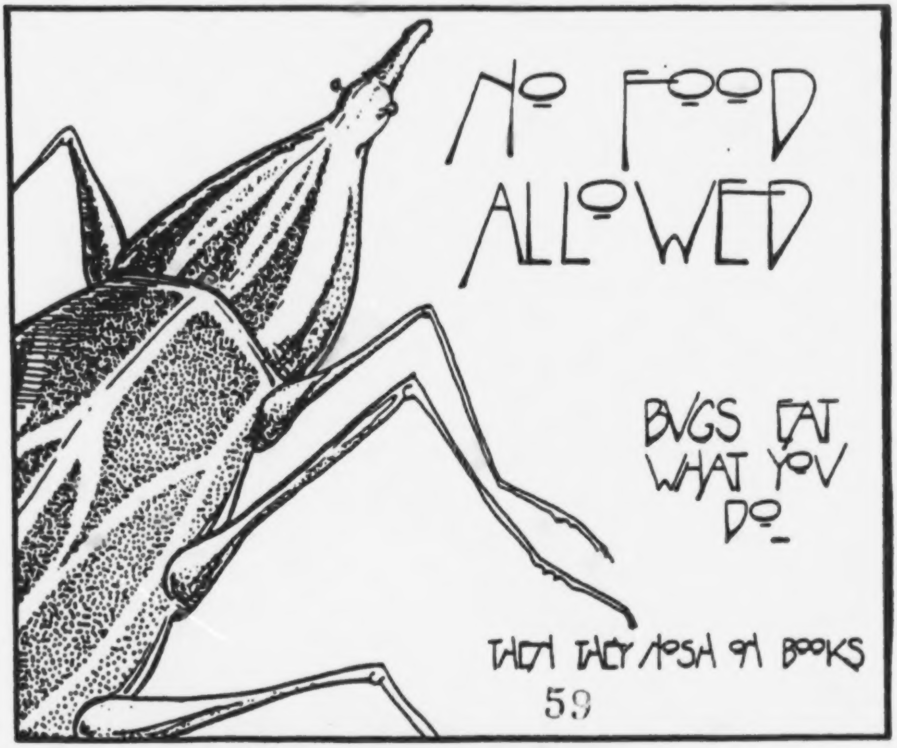

THINK of ALL THE DAMAGE you do when you PHOTOCOPY

HEY, BOB! YOU! DON'T PRESS SO HARD!
58

University Library
University of Michigan

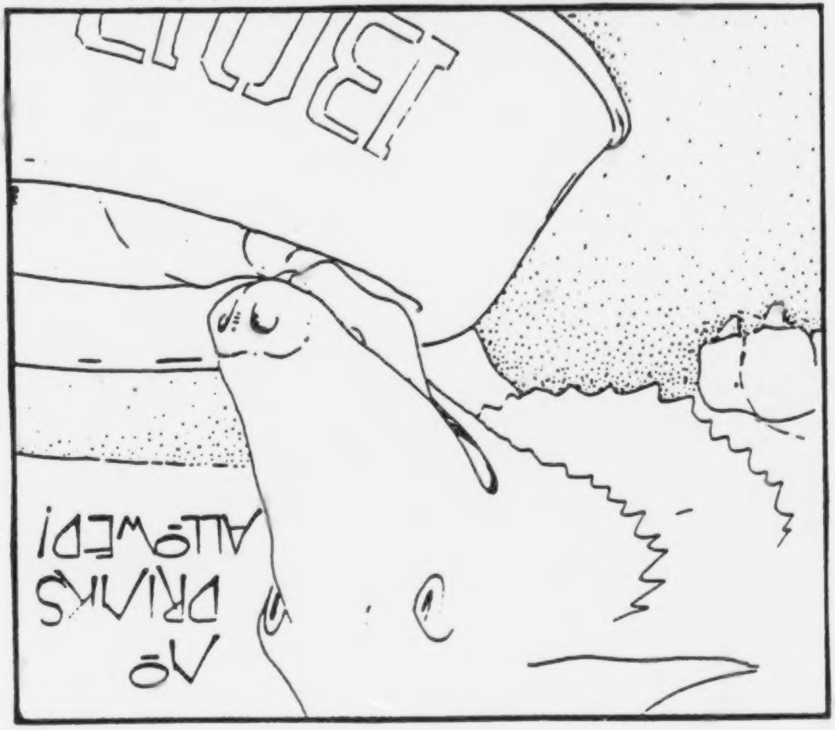
This message is printed on acid-free paper.
It will not become brittle.

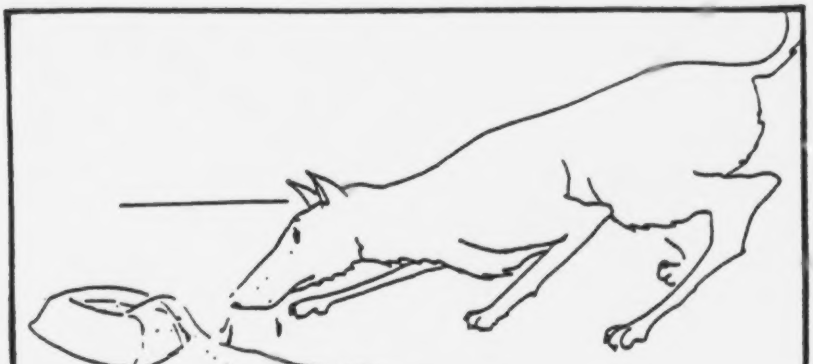

JUST A LITTLE SNACK WON'T HURT
CRISPY KITTIE


NO FOOD ALLOWED
BUGS EAT WHAT YOU DO_
THEN THEY NOSH ON BOOKS

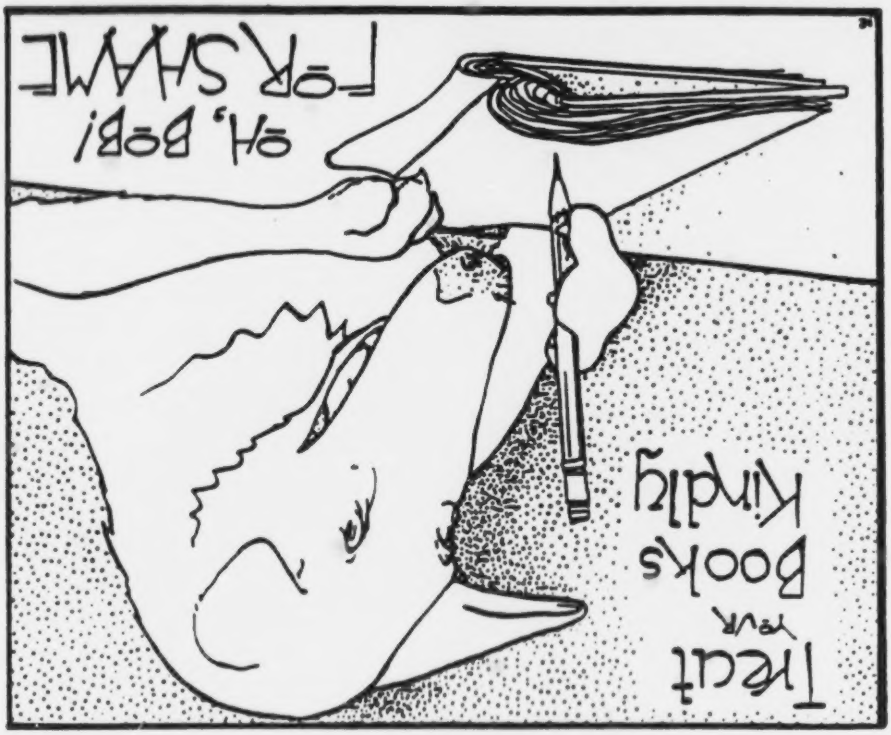
University Library
University of Michigan

∞ This message is printed on acid-free paper.
It will not become brittle.

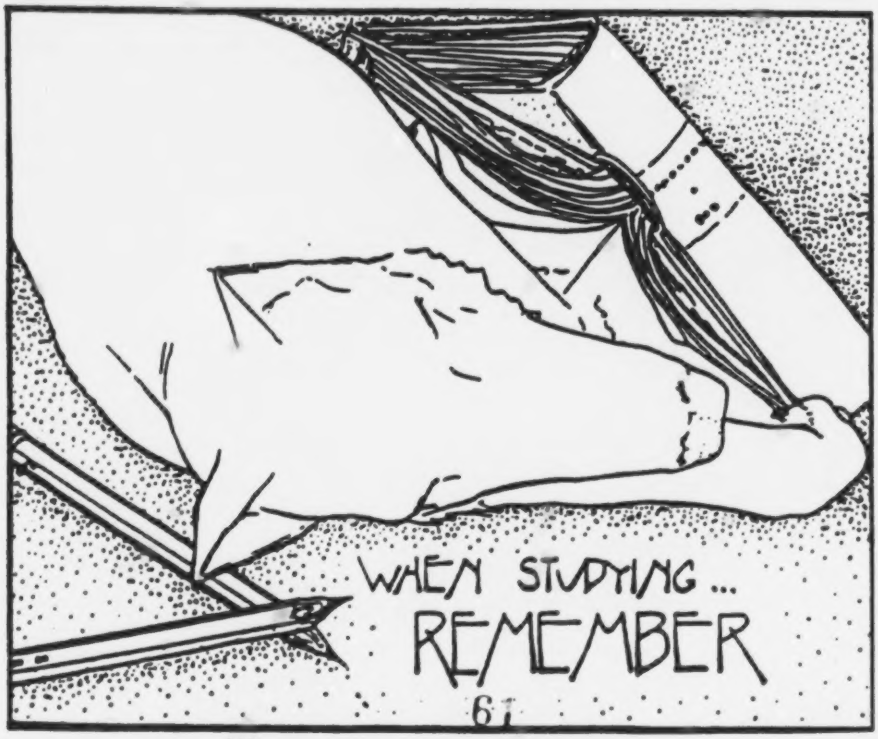

NO DRINKS ALLOWED!
BCTT


ACCIDENTS HAPPEN
AND DAMAGE BOOKS

University Library
University of Michigan


Treat your Books Kindly
Oh, Bob! For shame

∞ This message is printed on acid-free paper.
It will not become brittle.


WHEN STUDYING ...
REMEMBER

University Library
University of Michigan

THE NEWBERRY LIBRARY

HANDLE WITH CARE

The Newberry Library spends a substantial amount of time and money each year to maintain its collections for use by you today and for use by generations of scholars to come. It has spent millions of dollars to build an environmentally controlled, secure building in which to store its collections to promote their survival. But all of this money and energy will be spent for naught if our books are not used with care. It is indeed ironic that while use is the very purpose for which we preserve materials, it can also be their greatest enemy.

We ask you, the researchers of today, to help us ensure that our resources are available for the researchers of tomorrow. If you are conscious of the vulnerability of our materials and are mindful of these simple precautions you will help us to preserve our collection of uncommon collections.

- Do not write on paper laid on top of library materials. Tracing of maps or illustrations is not allowed.
- Although pens are allowed for note-taking in the General Reading Room, we encourage you to use pencils. Only pencils are allowed in the Special Collections Reading Room.
- Use library materials on the table. Please don't set them on your lap, rest them against the edge of the table or allow the covers to fall completely back.
- Do not lay books face-down or prop them open with other books. Some deteriorating bindings can stain paper; others may break since their structure is not designed to carry their weight upside down.
- Turn pages carefully. Please don't lick your finger to aid in turning pages.
- Unfold and refold maps very carefully. Ask a Page for assistance if the map is too large or you cannot figure out the folding sequence.
- If you find uncut pages, take the book to the service desk. Never try to cut them yourself.
- We would be grateful if you would bring any damaged material to our attention so that we can arrange for repairs.

THE NEWBERRY LIBRARY

PHOTOCOPYING GUIDELINES

We appreciate the fact that it is sometimes necessary for our readers and scholars to make photocopies from books to facilitate their research. Unfortunately, photocopying can be one of the most damaging forms of use to which a bound volume can be subjected. In order to preserve the Newberry's uncommon collection of uncommon collections for future scholars and still provide for the needs of our current readers we have struck a compromise. The staff of the Main Reading Room and the Photoduplication Department will provide the photocopying services for readers. These staff members have been instructed in safe handling techniques for photocopying bound volumes and have learned to recognize books that are not suitable for photocopying due to their physical condition.

When determining if the physical condition of a book is sound enough to withstand the rigors of photocopying the staff will be assessing the following features:

Size - if a book is larger than 31cm tall x 23cm wide x 5cm thick it cannot be adequately supported while being maneuvered on the photocopy machine

Paper - if the paper is brittle potential for damage and text loss during photocopying is greatly increased.

Inner Margins - if the inner (gutter) margins are so narrow that the book must be pressed with considerable force to obtain a complete image the binding may be damaged

Fragile Bindings - if the binding is not sound it, the sewing structure, and ultimately the paper itself can suffer damage

Fold-out Maps - because it is almost always damaging and sometimes impossible (without a small army) to support a book while positioning a fold-out map for photocopying we cannot photocopy fold-out maps. This also applies to fold-out prints and pages.

No. of pages requested - because the physical act of photocopying is so hard on a book we have established a limit of 25 exposures (openings) from any one bound volume. However, if a staff member determines that a volume may not be strong enough for that many he or she may limit the number to fewer than 25.

Modern technology is very close to producing a photocopier specifically designed for copying bound format material. Once such a machine is commercially available it will be possible to safely photocopy a larger number of the Newberry's books.

In the meantime, we offer several possible alternatives for books that cannot be photocopied. These are: microfilm, copyflo, photographs and slides. The desk attendant will assist you in determining the appropriate alternative.

THE NEWBERRY LIBRARY

The Scholar as Conservator

The Newberry Library spends hundreds of thousands of dollars each year to maintain its collections for use by you today and for the use of generations of scholars to come. It has spent millions of dollars to build an environmentally controlled, secure building in which to store its collections to promote their survival. But all of this money and energy will be spent for naught if our books are not used with care. It is indeed ironic that while use is the very purpose for which we preserve materials, it can also be their greatest enemy.

We ask you, as you use our collection of uncommon collections, to be conscious of their vulnerability and of their place in the passage of time. If you are mindful of these simple precautions our collections will live longer.

-- Turn your task lights off when you leave your carrel. Light and heat act on paper like lighter fluid on charcoal. They will catalize and fuel its chemical destruction.

-- Use a pencil rather than a pen as much as possible.

-- Always shelve your books upright. Listing is as bad for books as it is for ships. Notify the reading room staff if you need bookends.

-- Shelve Newberry books only on carrel shelves, never on the floor.

-- Please close your books whenever you leave your carrel. The Special Collections desk has acid-free paper strips for you to mark your place so that you need not leave a book lying open and vulnerable.

-- Don't lay books face-down or prop them open with another book. Some deteriorating bindings can stain paper; others may break since their structure is not designed to carry their weight upside down.

-- A book's structure is engineered to function in only one way. Do not force it to do what it was not built to do.

-- Don't write or trace on paper laid on top of a book, whether it's open or closed.

-- If you find uncut pages, please take the book to the Special Collections desk. Never try to cut them yourself. The Conservation Lab has special tools to cut paper without tearing it.

-- Smoking, eating and drinking is forbidden in carrels. Take a break.

-- Please do not keep food in your carrel. Food attracts insects that destroy books. We keep a constant vigil for these pests but are conscious of the effects of chemical insecticides on people. Good housekeeping is infinitely preferable to noxious chemicals. If you spot an insect in your carrel or a book notify the Research and Education staff immediately. Lockers are available for your use in a room adjacent to the Lobby.

-- Keep your carrel neat. This provides a safer space in which to use our books and it will be easier for our housekeeping service to keep your carrel clean.

Remember, what is common today may someday be rare--if it survives.

The Scholar as Conservator:

Please be mindful of the following guidelines:

1. Food, beverage, tobacco, and chewing gum are prohibited.
2. Only soft-leaded pencils (2.5 or lower) may be used.
3. All materials must be handled with care. No mark may be added or erased.
4. Manuscripts and archives must be maintained in the order in which they are received. Suspected instances of misarrangement should be called to the attention of the staff member on duty.
5. Patrons may be required to use supports, cradles, stands, "snakes," and/or gloves while using fragile materials.

PENNSTATE

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. Direct all affirmative action inquiries to the Affirmative Action Office, The Pennsylvania State University, 201 Willard Building, University Park, PA 16802-2801. U. Ed. Lib 92-18

NO FOOD

NO DRINK

NO NOISE!

IN THE UNIVERSITY LIBRARIES.

BEST COPY AVAILABLE

RAVENOUS ROACHES RAVAGE ROOTBEER & RARE BOOKS!

DON'T EAT OR DRINK IN THE LIBRARY.

The mission of the University Libraries is, "to support the instructional, research, and public service needs of Penn State's faculty, staff, and students, at all locations of the University, and the citizenry of the Commonwealth of Pennsylvania."

The Libraries achieve this mission by developing and preserving collections of books, archives, serials, and other information resources. Eating and drinking in the Libraries hinders these efforts. Food residues and drink spills attract bugs that feed on paper, fabric, and glue.

Replacing collections, equipment, and furniture damaged by food and drink consumes a significant amount of the Libraries' limited financial resources. Instead, these dollars could be used to improve the collections and services offered by the Libraries.

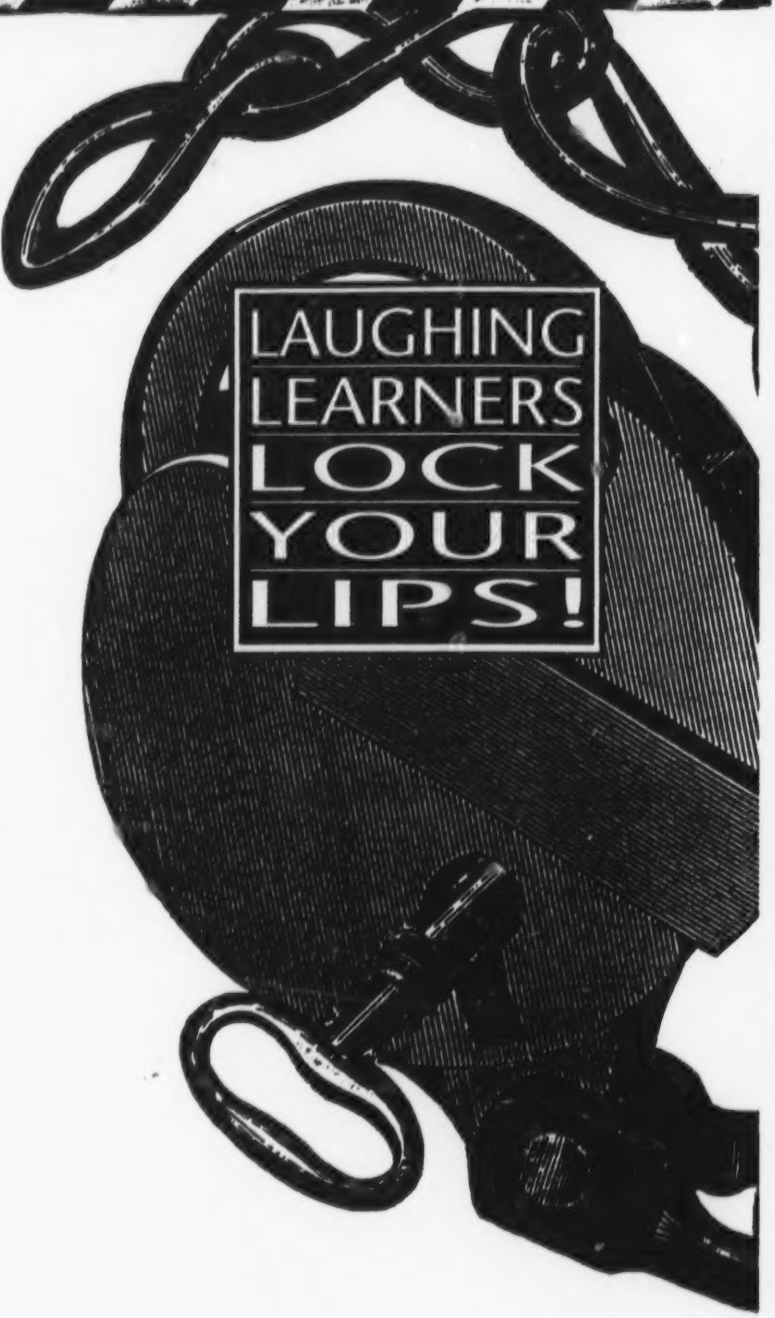
This affects you and all Penn Staters! You should know that the money needed to repair five damaged library books is equivalent to the Libraries' acquiring:

twelve issues of ***Billboard,*** **or** *forty-five issues of* ***Rolling Stone,*** **or** *sixty issues of* ***The Wall Street Journal,*** **or** ten issues of Fortune. Replacing five damaged chairs is equivalent to the purchase of the five volume set, Standard & Poor's Register, **or** a six month subscription to Periodical Abstracts on Disk, **or** six volumes of the Psychological Abstracts, **or** a nine month subscription to Eric on CD-ROM.

You will agree that the budget of the Libraries can be used to benefit more students and faculty if we can eliminate the costs of cleaning and repairing items damaged by food and drink.

Sharing study space with bugs or rodents is not an appealing prospect. Library users are demanding an environment that is conducive to study—one that is clean and quiet. For these reasons, we have initiated a campaign to eliminate all eating and drinking in the Libraries, except in the specifically identified areas, and to reduce noise levels.

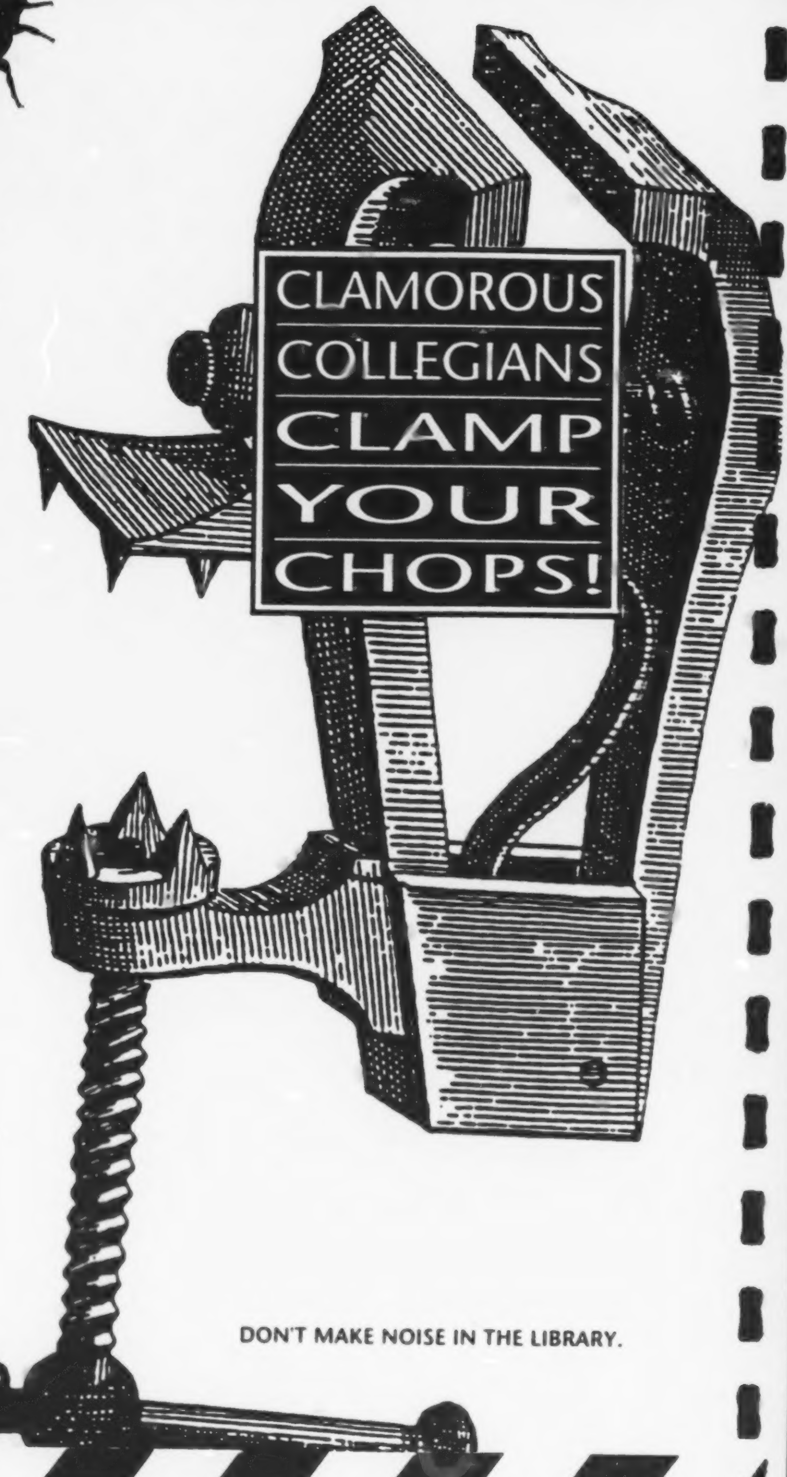
This flier is a part of our overall campaign for No Food/No Drink/No Noise. Please join with other Penn Staters in the effort to eliminate the bugs, to reduce the noise, and to improve the environment in the Libraries.



DON'T MAKE NOISE IN THE LIBRARY.

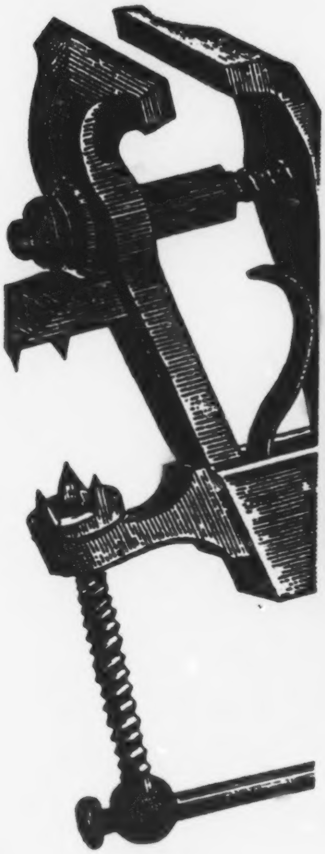
SALIVATING SILVERFISH SAVOR SANDWICHES IN THE STACKS!

DON'T EAT OR DRINK IN THE LIBRARY.



CLAMOROUS COLLEGIANS CLAMP YOUR CHOPS!

DON'T MAKE NOISE IN THE LIBRARY.



CLAMOROUS
COLLEGIANS CLAMP
YOUR CHOPS!

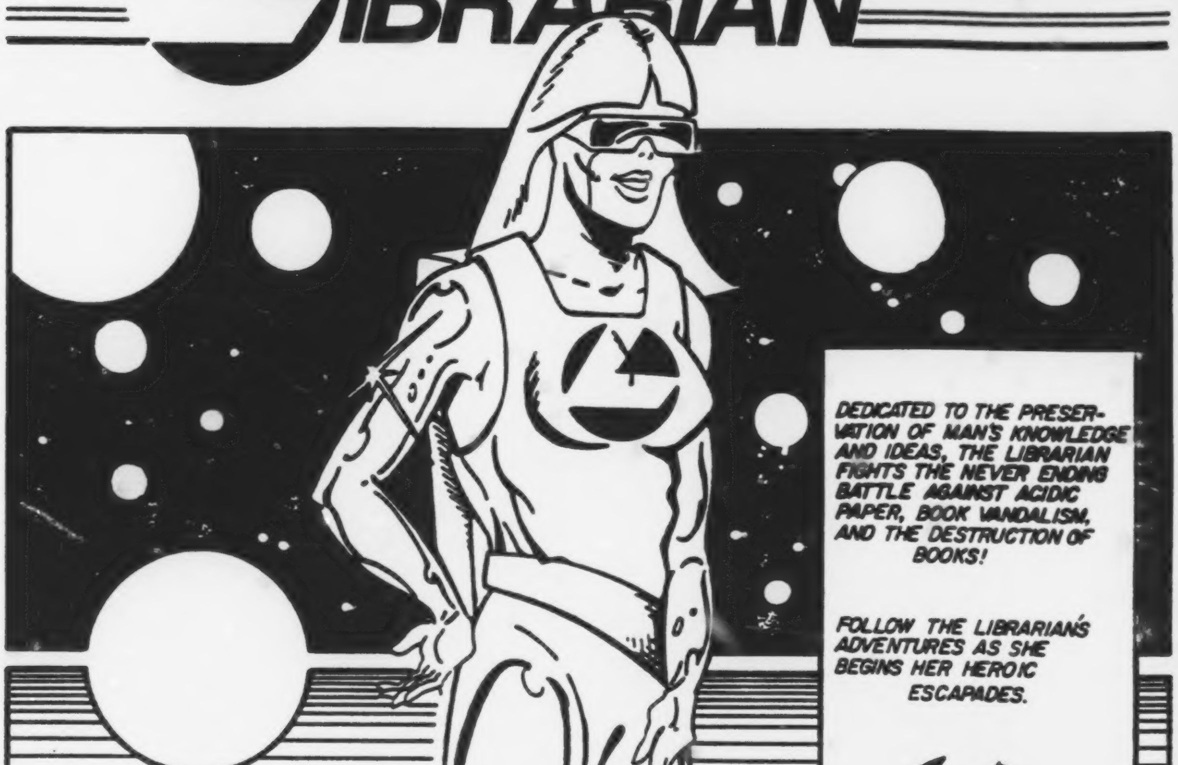
LAUGHING
LEARNERS LOCK
YOUR LIPS!

RAVENOUS
ROACHES RAVAGE
ROOTBEER AND
RARE BOOKS!

SALIVATING
SILVERFISH SAVOR
SANDWICHES
IN THE STACKS!

NO. 1
JULY 1988

THE LIBRARIAN©

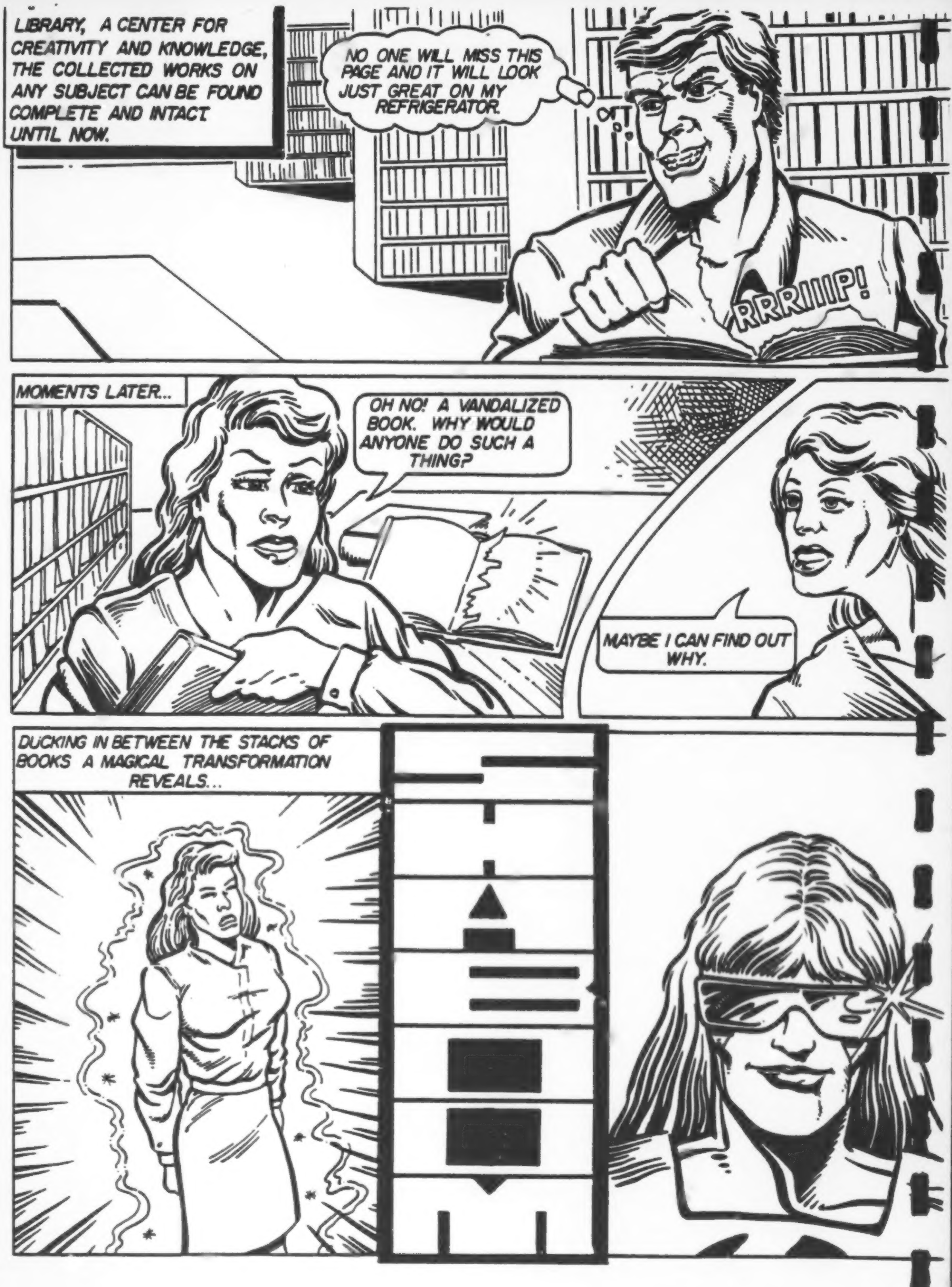


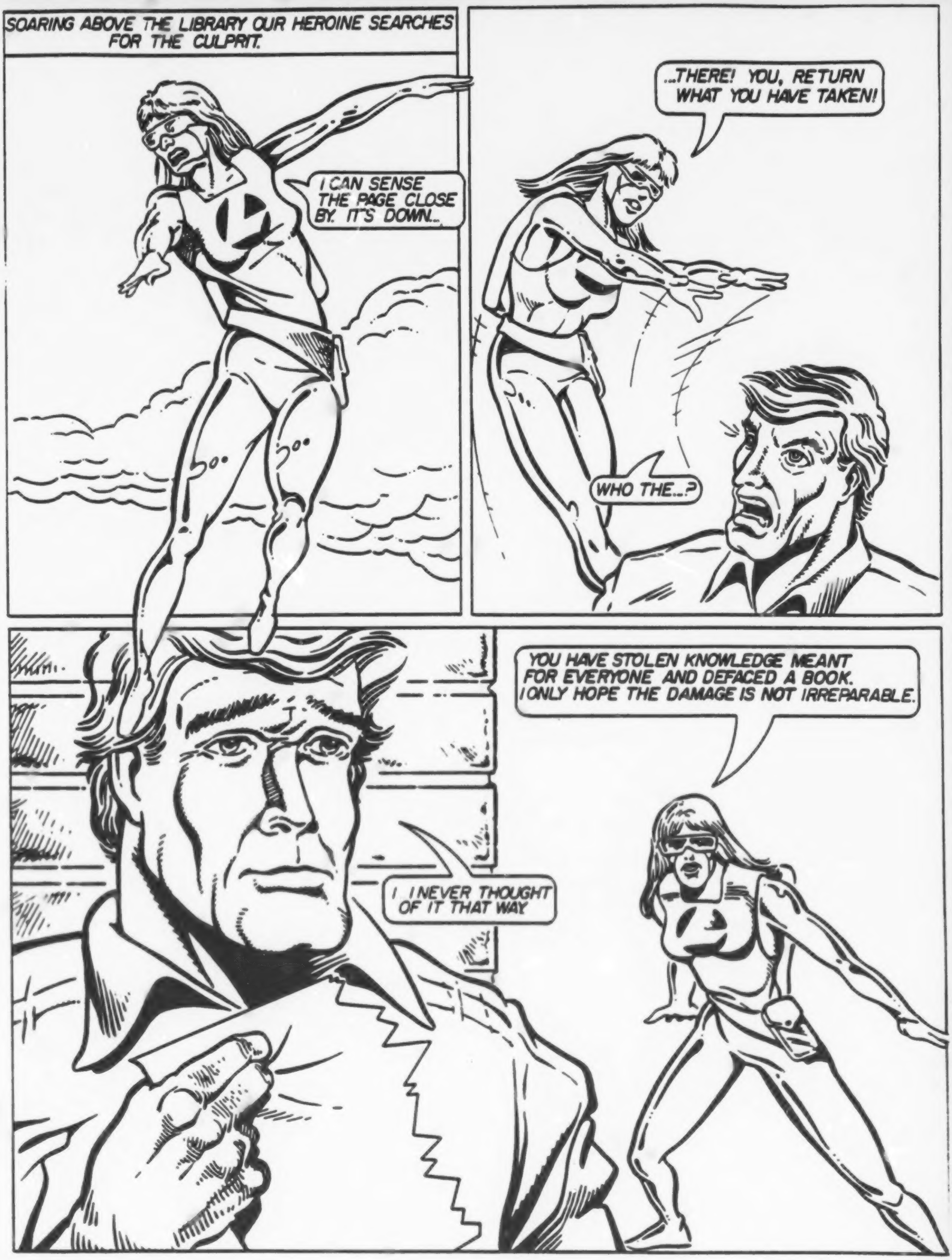
DEDICATED TO THE PRESERVATION OF MAN'S KNOWLEDGE AND IDEAS, THE LIBRARIAN FIGHTS THE NEVER ENDING BATTLE AGAINST ACIDIC PAPER, BOOK VANDALISM, AND THE DESTRUCTION OF BOOKS!

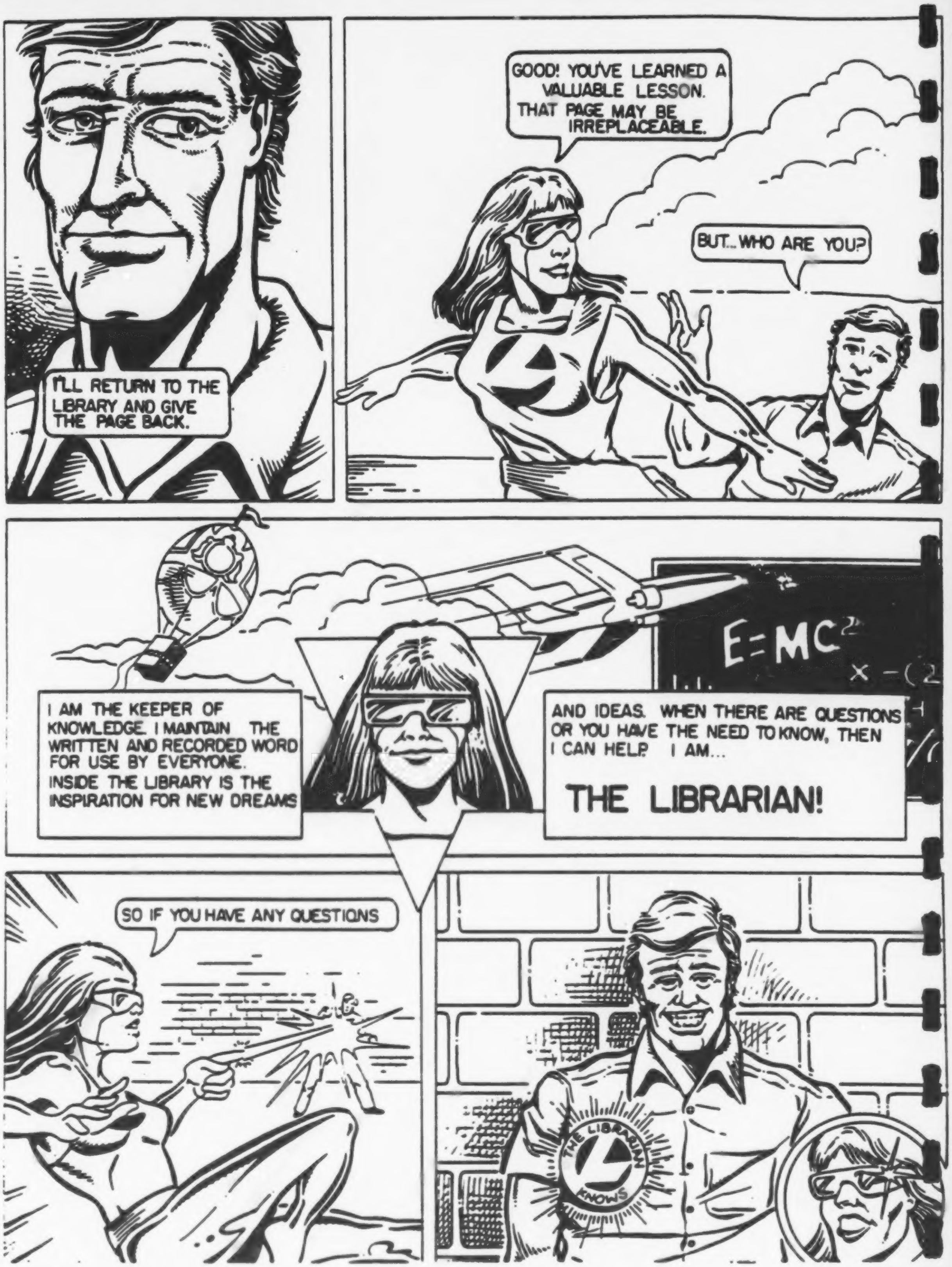
FOLLOW THE LIBRARIAN'S ADVENTURES AS SHE BEGINS HER HEROIC ESCAPADES.

JOSEPH GRANT   RICK FORGUS   JAY WILLSON
WRITER- CO-CREATORS-PENCILS   NKS

© PRESERVATION COMICS
BOX 951 SCOTTSDALE, AZ 85252

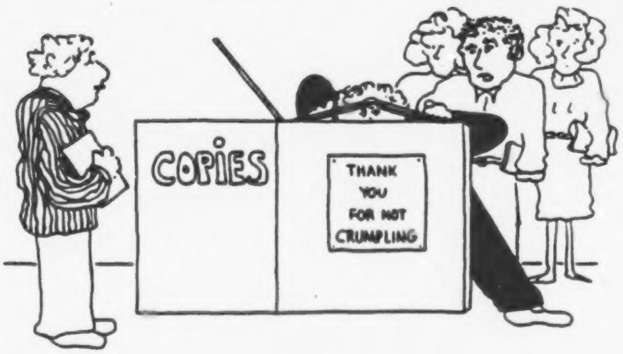

LIBRARY, A CENTER FOR CREATIVITY AND KNOWLEDGE, THE COLLECTED WORKS ON ANY SUBJECT CAN BE FOUND COMPLETE AND INTACT. UNTIL NOW.
NO ONE WILL MISS THIS PAGE AND IT WILL LOOK JUST GREAT ON MY REFRIGERATOR.
RRRIIIP!
MOMENTS LATER...
OH NO! A VANDALIZED BOOK. WHY WOULD ANYONE DO SUCH A THING?
MAYBE I CAN FIND OUT WHY.
DUCKING IN BETWEEN THE STACKS OF BOOKS A MAGICAL TRANSFORMATION REVEALS...


SOARING ABOVE THE LIBRARY OUR HEROINE SEARCHES FOR THE CULPRIT.
I CAN SENSE THE PAGE CLOSE BY. IT'S DOWN...
...THERE! YOU, RETURN WHAT YOU HAVE TAKEN!
WHO THE...?
YOU HAVE STOLEN KNOWLEDGE MEANT FOR EVERYONE AND DEFACED A BOOK. I ONLY HOPE THE DAMAGE IS NOT IRREPARABLE.
I...I NEVER THOUGHT OF IT THAT WAY.


I'LL RETURN TO THE LIBRARY AND GIVE THE PAGE BACK.
GOOD! YOU'VE LEARNED A VALUABLE LESSON. THAT PAGE MAY BE IRREPLACEABLE.
BUT...WHO ARE YOU?
E=MC²
I AM THE KEEPER OF KNOWLEDGE. I MAINTAIN THE WRITTEN AND RECORDED WORD FOR USE BY EVERYONE. INSIDE THE LIBRARY IS THE INSPIRATION FOR NEW DREAMS
AND IDEAS. WHEN THERE ARE QUESTIONS OR YOU HAVE THE NEED TO KNOW, THEN I CAN HELP. I AM...
THE LIBRARIAN!
SO IF YOU HAVE ANY QUESTIONS
THE LIBRARIAN KNOWS

Announcing the Availability of a

PRESERVATION POSTER
THE GENTLE ART OF PHOTOCOPYING


COPIES
THANK YOU FOR NOT CRUMPLING

The Gentle Art of Photocopying combines text and cartoons to educate library users on how to prevent damage to bound materials when copying them on conventional photocopiers. Cartoons and text convey the following messages: forcing a book flat onto a photocopier can break the binding; brittle paper will break off or crumble if care is not taken in copying; and, books left on top of photocopiers can be damaged by the machine's heat.

Printed in black and red on 80 lb., natural white text weight paper, the poster measures 15.5 x 24 inches

The poster is for sale at $10.00 (non-exempt Texas purchasers add eight percent sales tax). Price includes postage and handling.

Remittance should be made to:

The University of Texas at Austin General Libraries

Mail order to:
Publications
The General Libraries
The University of Texas at Austin
P.O. Box P
Austin, TX 78713-7330

PRESERVATION AWARENESS WEEK

APRIL 6-10, 1992 at IU, Bloomington

MONDAY, APRIL 6:
12:15-12:55pm: Lunchtime Film – "How to Operate a Book" Ground Floor Conference Room, Room 043, Main Library (Bring your lunch!)
2-4pm: Book preservation demonstrations, Main Library Lobby

TUESDAY, APRIL 7:
10am and 11am: Tours of the Preservation Dept., Main Library Meet in the Main Library lobby
2-4pm: Meet with "Doctor Book", a consulting clinic for "sick" books and suggestions for treatment, Main Library Lobby

WEDNESDAY, APRIL 8:
10am-12pm: Book preservation demonstrations, Main Library Lobby
12:15-12:55pm: Lunchtime Films- "A Tour of Heckman Bindery" and "Murder in the Stacks", Ground Floor Conference Room, Room 043, Main Library (Bring your lunch!)
6:30pm: Keynote address by George Cunha, "Library Conservation: The 1990s and Beyond", Woodburn Hall 120, reception immediately following at the Lilly Library

THURSDAY, APRIL 9:
10am-12pm: Video Film Festival: "Providing a Future for the Past", "Caring for your Microfilm Collection", "Basic Preservation Techniques for Libraries and Archives" and "Librarian's Video Primer" Main Library E174
2pm and 3pm: Tours of the Preservation Dept., Main Library Meet in the lobby of the Main Library
4:00-5:30pm: Video Film: "Slow Fires: On the Preservation of the Human Record" Main Library E174

FRIDAY, APRIL 10:
10am-12pm: Meet "Doctor Book", a consulting clinic for "sick" books and suggestions for treatment, Main Library Lobby
2-4pm: Video Film Festival: Paper-Making East and West: "Mark of the Maker" and "Kurotani" Main Library E174

Preservation Program
Indiana University Libraries

From: J. Merrill-Oldham, C. Clark Morrow and M. Roosa. Preservation Program Models A Study Project and Report. Washington, DC: Association of Research Libraries, 1991, pp29-30.

10

Staff Training and User Awareness

Rationale

Enormous and constant damage is inflicted on library collections by people who do not understand the physical nature of library materials or how to care for them so that they remain in usable condition. Mishandling is more often the result of ignorance rather than intent, and can be ameliorated by training staff and users to care for, handle, and store a wide array of library materials properly. The positive effect that consciousness-raising has on collections can be significant. Proper use of bookends, for example, prevents books from leaning and reduces the number that will require repair.

There are two primary advantages to implementing a staff training and user awareness program. First, as responsible people become educated, fewer books are damaged and costs for repair and replacement are reduced. Second, trained staff and users become advocates for preservation and share responsibility for enforcing care, handling, and storage guidelines inside and outside the library.

Destruction and theft of library materials are criminal acts and sometimes stem from thoughtlessness and ignorance. Educational efforts can highlight the negative effect of vandalism on the library and its present and future users, reminding people that library materials are an expensive, shared resource and that many items are impossible to replace. For those who are indifferent to reason, the library must forcefully publicize the consequences of being caught destroying or stealing library property.

Administrative Issues and Policy Implications

The development of policies for the handling and use of materials goes hand in hand with the development and implementation of storage policies.

Administrators must encourage and support attendance at preservation training sessions. These sessions will address the correct handling of books and other types of library materials and relevant preservation issues.

The library administration must endorse a thorough examination of library procedures and practices that pose an immediate or potential threat to library materials, and be prepared to support changes that affect the day-to-day routines of staff and users. The use of book drops (a primary cause of damage to book bindings) will need to be examined, for example, and the drops eliminated or their use restricted to hours when the library is closed. Restrictions on eating and drinking will need to be enforced strictly. Strong administrative backing and public relations work with the library's primary community of users is essential if new procedures that are more inconvenient or stringent than traditional ones are to be implemented effectively.

The library administration must obtain from legal counsel a clear interpretation of applicable laws and penalties that cover the theft and destruction of library property.

Human and Material Resources

Staff training for all those who handle books and other materials on a routine basis must be planned and organized by the preservation librarian or collections conservator. The preservation librarian, often working with appropriate library committees, must propose training policies and procedures, plan exhibits, and design public outreach materials. In addition, resources will be required for the purchase or production of bookmarks, fact sheets, and posters; as well as for audiovisual media and equipment for training sessions.

Developmental Phases

- Current staff and patron practices are observed so that training can be shaped to suit local needs and problems.
- Group training sessions on proper care and handling of library materials are held for all newly-hired library staff and student workers. Printed and audiovisual materials are made available.
- Restrictions regarding eating and drinking in library buildings are implemented.
- Educational materials are purchased or produced and distributed through a variety of means, including at public service desks and as part of traditional bibliographic instruction.
- Exhibits on the proper care, handling, and storage of library materials are mounted periodically, showing examples of materials damaged through negligence and explaining what can be done to stop such damage.
- Training materials and programs are reviewed and revised if necessary on an annual basis, so that the preservation education program retains effectiveness and a high profile.

Audiovisual Aids on the Preservation and Conservation of Library and Archival Materials

by Susan G. Swartzburg
Rutgers University

This is a selective bibliography of audiovisual aids, including slides, films, and video tapes, that may prove useful for classroom and workshop instruction. Most of this material is available through state and regional agencies, library schools, or from the Library of Congress Preservation Office. I have compiled, annotated, and edited this bibliography with the assistance of students and colleagues over the past four years. The core list of materials was available through the School of Library Service, Columbia University, which has developed an extensive collection of audiovisual materials on preservation and conservation-related topics which I have been able to review over the years. I hope the collection will find a happy home.

Over the years, my preservation students at the School of Communication, Information, and Library Studies, Rutgers University, have viewed and commented on a variety of audiovisual aids. I am indebted to my former Rutgers students Merrill Frey, Linda Kost, and Sarah Reichart for their effort to view and review much of this material, and to assemble a working draft. Sally Roggia, who developed the collection at the New Jersey State Library, and her successor, Betty Steckman, as well as Elsalyn Palmisano-Drucker and Frederic Pachman, who run the annual Preservation Video Fair in New Jersey and will continue to review audiovisual material for CAN, have also made a significant contribution to this bibliography.

The Anatomy of a Book: I: Format in the Hand-Press Period
Time: Approximately 30 minutes
Format: VHS videotape
Producer/Distributor: Viking Productions, 446 West 47th Street (2D), New York, NY 10036.
Summary: Describes the physical construction of pre-1800 printed books. Prepared for individual study and review with accompanying workbook.

Basic Conservation Procedures
Producer/Distributor: Nebraska State Historical Society, Post Office Box B2554, Lincoln, NE 68508.

Encapsulation (1980)
Time: 8 minutes
Format: 61 35mm color slides with cassette tape
Summary: A basic introduction; explains the advantages and disadvantages of encapsulation; presents some of the techniques used at the Nebraska State Historical Society.

Environmental Controls (1980)
Time: 19 minutes
Format: 114 35mm color slides with cassette tape
Summary: Basic introduction to environmental conditions affecting the longevity of research materials, including procedures for monitoring and mitigating existing conditions.

Storage and Handling (1981)
Time: 13 minutes
Format: 93 35mm color slides with cassette tape
Summary: Basic introduction to storage and handling of materials, especially manuscripts and archival documents. Includes information on acidity in paper and storage containers, and discusses damage caused by pressure-sensitive tape, paper clips, and rubber bands.

Surface Cleaning (1980)
Time: 11 minutes
Format: 81 35mm color slides with cassette tape
Summary: Explains in detail the importance of surface cleaning. Suggests guidelines to be followed and illustrates some of the standard products and methods used.

Book Repair for Circulating Collections (1987)
Time: 18 minutes
Format: VHS, Beta, U-Matic
Producer/Distributor: Jack C. Thompson, Istor Productions, 7549 North Fenwick, Portland, OR 97217.
Summary: Demonstrates easily performed repair techniques for circulating collections, including hinge tightening, and shows some alternatives to rebinding.

Bookbinding with Simple Equipment (circa 1985)
Time: 30 minutes
Format: 50 slides with cassette
Producer/Distributor: Crystal Productions, Box 12317, Aspen, CO 81612.
Summary: Step-by-step demonstrations show how to make basic soft cover and hard cover books; script included.

The Care and Handling of Books (1980)
Time: 28 minutes
Format: 79 slides with cassette tape
Producer/Distributor: Yale University Libraries, Conservation Department, New Haven, CT 06520.
Summary: A general introduction to all aspects of the care, handling, and storage of library materials. Provides recommendations for remedial techniques and procedures; script included.

Caring for Your Microfilm Collection (1991)
Time: 12 minutes

Format: VHS
Producer/Distributor: University Microfilms Preservation Division, 300 North Zeeb Road, Ann Arbor, MI 48106-1346.
Summary: Basic information on the care and handling of preservation microforms; the effects of the environment; proper cleaning, storage, and the use of archival containers.

Cleaning of Prints, Drawings, and Manuscripts (1977)
Time: 17 minutes
Format: 54 35mm color slides with cassette tape
Producer/Distributor: Smithsonian Institution, Washington, DC 20560.
Summary: Intended as a staff training aid for a basic conservation workshop. Illustrates several methods of removing light soil from flat paper objects. Notes types of papers not suitable for cleaning by the methods discussed.

Commercial Library Binding: The Librarian's View (1982)
Time: 19 minutes
Format: 76 slides with cassette tape
Producer/Distributor: Yale University Libraries, New Haven CT 08520.
Summary: Practical and useful discussion of a good, conservationally sound, commercial binding program in a library. Illustrates available binding styles, how to evaluate binders' performance, and a useful binding contract; script included.

Covering Techniques Using Vellum over Stiff Boards
Time: approximately 2 hours
Format: VHS, Beta, U-Matic, 8mm film
Producer/Distributor: Guild of Book Workers; Thompson Conservation Laboratory, 7549 North Fenwick, Portland, OR 97217.
Summary: Demonstration of the technique by Heinke Pensky-Adam.

Curatorial Care: The Environment (1977)
Time: 18 minutes
Format: 80 35mm color slides with cassette tape
Producer/Distributor: American Association for State and Local History, 172 Second Avenue North, Suite 102, Nashville, TN 37201.
Summary: The presentation is similar to classroom instruction used by the armed forces. The emphasis is on terms used in dealing with museum environments. It also discusses staff responsibilities for maintaining the proper environment.

The Curatorial Examination of Paper Objects (1976)
Time: 32 minutes
Format: 154 35mm color slides with cassette tape
Producer/Distributor: Smithsonian Institution, Washington, DC 20560.
Summary: Discusses in detail some of the methods used in evaluating paper objects at the time of accessioning, exhibition, or framing.

Elements of Book Conservation (1982)
Format: VHS, Beta, U-Matic
Producer/Distributor: Jack C. Thompson, Istor Productions, 7549 North Fenwick, Portland, OR 97217.

16th and 17th Century Books
Time: 40 minutes
Summary: The restoration of two early printed books is documented. Basic techniques, such as overcasting cords, rebacking, skiving and paring leather, and tool sharpening are shown.

19th and 20th Century Books
Time: 16 minutes
Summary: Reviews how changes in technology have conferred benefits and problems on modern library collections; shows how simple protective enclosures may be made.

Manuscript Books (1984)
Time: 23 minutes
Summary: A *Book of Hours* is rebound in a style consistent with its original fifteenth-century binding, after repairing the damage caused by an unsympathetic nineteenth-century rebinding.

The Enemies of Books: A Preservation Primer (1981)
Time: 16 minutes
Format: all US formats
Producer/Distributor: New York University School of Law Library/Condyne/Oceans Group, 75 Main Street, Dobbs Ferry, NY 10522.
Summary: An effective presentation for library staff on how to handle books. Written and narrated by Diana Vincent-Davis. Derived in part from The Newberry Library slide set, "What You Can Do: The Conservation of the Newberry's Collections" (circa 1975).

Expandable Piano Hinge Album
Time: approximately 2 hours
Format: VHS, Beta, U-Matic, 8mm film
Producer/Distributor: Guild of Book Workers; Thompson Conservation Laboratory, 7549 North Fenwick, Portland, OR 97217.
Summary: Demonstration of the technique by book conservator Hedi Kyle.

Hand Papermaking (circa 1975)
Time: 14 minutes
Format: 16mm color film
Producer/Distributor: North Western Museum of Science and Industry, 97 Grosvenor Street, Manchester, England.
Summary: Describes the processes of production hand-papermaking at the J. Barcham Green Mill in Maidstone, Kent, including beating, forming the sheet, couching, drying, and calendaring. Although some twentieth-century technologies are used, one can get a good sense of papermaking during the hand-press period from this film.

Handle With Care
Time: 13 minutes
Format: color video
Producer/Distributor: Connexions, with help from

the staff of the Bodleian Library, other Oxford College libraries, the Public Record Office, and the Hampshire record office. Commissioned by the Society of Archivists. Distributed by Connexions, 6 Tan-yr-Elgwys, Tregynon, Newtown, Powys SY16 3EZ.
Summary: Handling and transport cause a great deal of damage to books and documents, and prevention is almost always possible if library and archive staff are trained to handle the material safely and to instruct readers to do likewise. This training package is designed to alert staff and readers to potential dangers and to teach them the best techniques; includes a thirty-page information package.

Handle With Care
Time: 3.55 minutes
Format: VHS
Producer/Distributor: New York University Library, New York, NY 10012.
Summary: A short, humorous film for students and other library users, on how to care for library materials.

Handling Books in General Collections: Guidelines for Readers and Library Staff Members
Time: 20 minutes
Format: 84 slides with cassette tape
Producer/Distributor: Library of Congress, Washington, DC 20540.
Summary: A thorough discussion of the proper techniques in handling, shelving, using, and photocopying books with examples of the kind of damage caused by improper techniques.

The Hill Monastic Manuscript Library
Time: 15 minutes
Format: VHS
Producer/Distributor: Produced and written by Lucy Cook for the Hill Monastic Manuscript Library and distributed by the Library, Bush Center, Saint John's University, Collegeville, MN 56321.
Summary: Describes the massive microform project at Saint John's University, copying mostly European primary sources. Derived from 35mm slides.

How to Operate a Book (1986/7)
Time: 30 minutes
Format: U-Matic, VHS, also VHS (PAL)
Producer/Distributor: Book Arts Press Video Productions. Directed by Peter Herdrich (associated with Viking Productions in New York City). Distributed by Book Arts Press, School of Library Services, Columbia University, New York, NY 10027.
Summary: An overview of the history of the codex form; the fragility of modern books; librarians' and conservators' obligation to preserve physical evidence. Uses the extensive collection of early bindings at Princeton University. Written by Gary Frost and Terry Belanger; narrated by Gary Frost.

The Hygrothermograph
Time: 16 minutes
Format: 80 35mm color slides with cassette tape
Producer/Distributor: Smithsonian Institution, Washington, DC 20560.
Summary: A technical discussion of one of the basic tools used in monitoring relative humidity levels in libraries and archives. A high degree of technical knowledge and manual dexterity on the part of the viewer is assumed.

The Inside Track to Disaster Recovery (1986)
Time: 13 minutes
Format: VHS
Producer/Distributor: Association of Records Managers and Administrators (ARMA) International's Standards Committee, 4200 Somerset Drive, Suite 215, Prairie Village, KS 66208.
Summary: This film stresses professional assistance is available for recovery efforts, and emphasizes utilization of technologies to recover paper documents, books, microfilm, and magnetic media. The video draws on recovery activities used after four separate disasters occurring in 1985, in which "the techniques and methodology were effectively implemented to achieve a 90% recovery of all damaged records."

Keeping Harvard's Books (circa 1979)
Time: 30 minutes
Format: 154 35mm color slides with cassette tape
Producer/Distributor: Harvard University, Cambridge, MA 02138.
Summary: Discusses basic techniques in the shelving and handling of books.

Library and Archival Disaster: Preparedness and Recovery (1986)
Time: 25 minutes
Format: VHS, Beta, ¾-inch cassette
Producer/Distributor: Biblio Tech Films, 11420 Vale Road, Suite D, Oakton, VA 22124.
Summary: Designed to help librarians formulate disaster plans; describes ways to deal with catastrophes once they have struck. The film addresses sources of assistance, insurance coverage, the recommended extent of recovery attempts, handling and air-drying of wet books and papers, salvaging microfilm and microfiche, and various recovery methods. Planning tips are intended to ameliorate fire and flood damage. Fifteen-page workbook.

Library Binding: A Collaborative Process, A Shared Responsibility
Time: 26 minutes
Format: VHS
Producer/Distributor: National Preservation Program Office, Library of Congress, Washington, DC 20540.
Summary: An overview of commercial library binding, clearly presenting the operations of a bindery and outlining the responsibilities of both librarian and binder to ensure that materials are bound appropriately and well.

Library Preservation: Fundamental Techniques (1986)
Time: 60 minutes each
Format: VHS
Producer/Distributor: Produced at the ALA Preservation Institute, August 1985; distributed by the

Library of Congress, Washington, DC 20540.
Summary: These six videotapes are intended to supplement training offered by qualified instructors teaching basic conservation procedures for general collections materials. Each tape features a leading authority in the field. Supplementary handouts and instructional materials, which accompany each videotape, may be copied by the borrower.

Books in General Collections: Recasing
Summary: Don Etherington demonstrates procedure for reattaching a textblock into its original case.

Books in General Collections: Paper Repair and Pockets
Summary: Robert Milevski demonstrates paste-making, determining grain direction, mending with Japanese paper and with heat-set tissue, and making pockets for maps and other loose inserts.

Pamphlet Binding
Summary: Jan Merrill-Oldham demonstrates several different pamphlet binding styles for different kinds of pamphlets (*e.g.*, single signature, adhesive bound).

Protective Enclosure: Portfolios and Boxes
Time: 120 minutes
Summary: Robert Espinosa demonstrates the construction of phase and clamshell (double-tray) boxes.

Protective Enclosure: Simple Wrappers
Summary: Lynn Jones demonstrates the construction of light-weight enclosures.

Surface Cleaning, Encapsulation, and Jacket-Making
Summary: Judith Fortson-Jones demonstrates techniques for dry-cleaning flat paper, polyester encapsulation of single sheets, and making polyester book jackets.

Limp Vellum Binding as a Modern Conservation Technique (early 1970s)
Time: Part 1, 32 minutes; Part 2, 42 minutes
Format: originally 16mm color, transferred to U-Matic
Producer/Distributor: Director, Roger Hill; distributed by the National Preservation Program Office, Library of Congress, Washington, DC 20540.
Summary: Conservator Christopher Clarkson demonstrates and describes the making of limp vellum conservation bindings.

Lockheed-Stanford Book Drying, 1979 (1979)
Time: 10 minutes
Format: 87 35mm color slides with cassette tape
Producer/Distributor: Stanford University, Stanford, CA 94305.
Summary: Documents the vacuum drying of books at the Lockheed Company, after the basement flood at the Stanford University Library.

The Making of a Renaissance Book (1969)
Time: 30 minutes
Format: 16mm black-and-white film
Producer/Distributor: American Friends of the Plantin-Moretus Museum, Antwerp, Belgium.
Summary: Descriptions of punch-cutting, hand typecasting, and hand-press printing. "This is the grand-daddy of them all, and a first-rate performance" (Terry Belanger).

Micrographics: A Medium of the Future
Time: 15 minutes
Format: 124 35mm color slides with cassette tape
Producer/Distributor: National Micrographics Association, Silver Spring, MD 20904.
Summary: A comprehensive overview of micrographics for general audiences. "Forecasts" future use of the medium.

Murder in the Stacks (1987)
Time: 15 minutes
Format: VHS
Producer/Distributor: Columbia University, Library Preservation Department, New York, NY 10027.
Summary: Conceived and written by staff members of Columbia University's Library Preservation Department, with an award of $20,000 from the New York State Education Department's Division of Library Development. Starring Sherlock Holmes and Watson, this educational videotape is aimed at library workers and users. The two sleuths stalk the "murderer" of library books, discovering in the end that the deadly killer is, inescapably, "Everyone, Watson. The people who work in the library and the people who use the library. All the people who come in contact with books but who fail to give sufficient thought to the consequences of their actions." Holmes and Watson explain how books should and should not be treated, discussing the destructive consequences of common situations like overcrowded shelves and dog-eared pages. The detectives also discuss more unusual problems, like poor paper quality in books from Third World countries and some smaller presses.

Paper: Matting and Framing
Time: 20 minutes
Format: 80 35mm color slides with cassette tape
Producer/Distributor: American Association for State and Local History, 172 Second Avenue North, Suite 102, Nashville, TN 37201.
Summary: Discusses the problems associated with the removal of flat paper objects from old mats and frames. Details the basic problems in preserving previously mounted flat paper objects, and suggests methods of removal. Shows some of the uses of Japanese paper, wheat paste, and Mylar®.

Paper Cleaning: Archival Materials (1987)
Time: 19 minutes
Format: VHS, Beta, U-Matic
Producer/Distributor: Jack C. Thompson, Istor Productions, 7549 North Fenwick, Portland, OR 97217.
Summary: Reviews storage options and the importance of environmental monitoring and cleanliness; shows how to safely remove paper clips, clean and mend paper, encapsulate, and manufacture an easily made enclosure.

Paper Cleaning: Wet and Dry Methods (1985)
Time: 10 minutes

Format: VHS, Beta, U-Matic
Producer/Distributor: Jack C. Thompson, Istor Productions, 7549 North Fenwick, Portland, OR 97217.
Summary: Demonstrates what may be done on the curatorial level to slow deterioration using readily available materials and easily learned techniques.

Paper Cover, Case Construction, Conservation Rebinding (1985)
Time: approximately 2 hours
Format: VHS, Beta, U-Matic, 8mm film
Producer/Distributor: Guild of Book Workers; Thompson Conservation Laboratory, 7549 North Fenwick, Portland, OR 97217.
Summary: Demonstrations by Gary Frost.

Paring of Leather Covers and Board Preparation
Time: approximately 2 hours
Format: VHS, Beta, U-Matic, 8mm film
Producer/Distributor: Guild of Book Workers; Thompson Conservation Laboratory, 7549 North Fenwick, Portland, OR 97217.
Summary: Demonstration by Don Etherington.

Planning a Preservation Program (1982)
Time: 30 minutes
Format: Slide tape in two parts
Producer/Director: Library of Congress, Washington, DC 20540.
Summary: Basic elements of a preservation program, for people who know nothing about preservation. Part 1 is for administrators; Part 2 is more practical and specific.

Preservation: An Investment for the Future (1982)
Time: 14 minutes
Format: 16mm color film, ¾-inch color videotape
Producer/Distributor: National Preservation Program Office, Library of Congress, Washington, DC 20540.
Summary: A comprehensive overview of preservation activities at the Library of Congress.

Providing a Future for the Past (1989)
Format: VHS
Producer/Distributor: University Microfilms Preservation Division, 300 North Zeeb Road, Ann Arbor, MI 48106-1346.
Summary: A basic film on preservation microfilming.

Rebacking Cloth Bindings
Time: approximately 2 hours
Format: VHS, Beta, U-Matic, 8mm film
Producer/Distributor: Guild of Book Workers; Thompson Conservation Laboratory, 7549 North Fenwick, Portland, OR 97217.
Summary: Demonstration by Jerilyn Davis.

Recording a Restoration (1978)
Time: 17 minutes
Format: 80 35mm color slides with cassette tape
Producer/Distributor: American Association for State and Local History, 172 Second Avenue North, Suite 102, Nashville, TN 37201.
Summary: A basic introduction to the complexities of historical preservation. Intended for staff charged with the custody and processing of historical records.

The Recovery of Water-Damaged Library Materials (1986)
Time: 23 minutes
Format: 75 slides, audio cassette, and study guide
Producer/Distributor: Illinois Cooperative Conservation Program, Morris Library, Southern Illinois University, Carbondale, IL 62901.
Summary: Stresses disaster planning; describes recovery team procedures and training techniques for water-damaged books and other library materials, including audiovisual materials and catalog cards.

The Restoration of Books: Florence 1968 (1968)
Time: approximately 30 minutes
Format: 16mm color film
Producer/Distributor: Royal College of Art, London.
Summary: Describes the efforts to rescue the books and manuscripts damaged by the 1966 Florence flood.

Shedding Light on the Case (1991)
Time: approximately 15 minutes
Format: VHS
Producer/Distributor: Columbia University Libraries, Gifts and Exchange, Room 104 Butler Library, Columbia University, 535 West 114th Street, New York, NY 10027.
Summary: Discusses appropriate exhibition practices for library materials; accompanied by a pamphlet of step-by-step instructions.

Simple Repairs for Library Materials (1981)
Time: 17 minutes
Format: 74 35mm color slides with cassette tape
Producer/Distributor: Yale University, New Haven, CT 06520.
Summary: A basic primer on preventive maintenance of library collections. Demonstrates simple repair techniques that can be carried out with minimum staff training.

Site Security (1973)
Time: 20 minutes
Format: 80 35mm color slides with cassette tape
Producer/Distributor: American Association for State and Local History, 172 Second Avenue North, Suite 102, Nashville, TN 37201.
Summary: The focus is on museum site security; easily adaptable to libraries and archives.

Slow Fires: On the Preservation of the Human Record (1988)
Time: 60-minute or 30-minute versions
Format: VHS ¾-inch cassette, 16mm film
Producer/Distributor: Terry Sanders; American Film Foundation, 2021 North Western Avenue, Post Office Box 2000, Santa Monica, CA 90406.
Summary: Describes the deterioration of books and other printed materials recorded on acidic paper, and argues for the preservation and conservation of film, maps, and other library and archival materials. The film places sobering emphasis on the loss of the "ordinary" human record through "planned deterioration," the result of insufficient money and time for librarians to deacidify every record. Bound transcript available.

Storage and Care of Photographs and Negatives (1978-79)
Time: 7 minutes
Format: 65 35mm color slides with cassette tape
Producer/Distributor: National Audiovisual Center, National Archives Trust Fund, Washington, DC 20408.
Summary: Begins with a description of proper environmental conditions and of the need to monitor in order to maintain the required consistency, and ends with reasons for maintaining collections in good conditions.

Technology of the Medieval Book (1988)
Time: 15 minutes
Format: VHS, Beta, U-Matic
Producer/Distributor: Jack C. Thompson, Istor Productions, 7549 North Fenwick, Portland, OR 97217.
Summary: How the materials used in the fabrication of the medieval book were manufactured. Included are threadmaking, quarter-splitting oak boards, parchment-making, threading a hog bristle needle for sewing the book, and the manufacture of fore-edge clasps.

Ticonderoga Mill (1990)
Time: 16.33 minutes
Format: VHS
Producer/Distributor: International Paper Corporation, 1000 Shore Airport Road, Ticonderoga, NY 12883-9699.
Summary: Excellent overview of modern papermaking.

Use or Abuse: The Role of Staff and Patrons in Maintaining General Library Collections (1986)
Time: 23 minutes
Format: VHS, Beta
Producer/Distributor: Illinois Cooperative Conservation Program, Morris Library, Southern Illinois University, Carbondale, IL 62901.
Summary: Illustrates typical mishandling procedures, shows the damage they cause, and describes correct practices for care and handling. A lively and entertaining program for library staff.

Wei T'o: Nonaqueous Deacidification of Art on Paper
Time: 6 minutes
Format: VHS, Beta, U-Matic
Producer/Distributor: Jack C. Thompson, Istor Productions, 7549 North Fenwick, Portland, OR 97217.
Summary: Features Richard D. Smith, the developer of the process, demonstrating the proper use of Wei T'o in aerosol spray can form to deacidify paper. Included is a demonstration of how to measure the pH of paper and for sensitivity of inks and mediums.

Wei T'o: Soft Spray System
Time: 11 minutes
Format: VHS, Beta, U-Matic
Producer/Distributor: Jack C. Thompson, Istor Productions, 7549 North Fenwick, Portland, OR 97217.
Summary: Features the inventor, Richard D. Smith, demonstrating how a complete Wei T'o Soft Spray system is uncrated, set up, and placed into service to rapidly deacidify books, documents, and works of art on paper; instructions for routine system maintenance.

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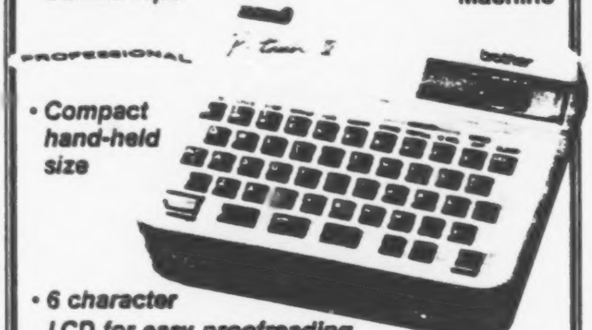

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